

Physical Activity Policy



Aim:

At Oakfield we promote enjoyment, positive attitudes towards health, safety, hygiene, fitness, fair play and sportsmanship in physical activity.

Objective:

At Oakfield learners will;

- Develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules
- Develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities
- Develop psycho-motor skills through a range of relevant movement based activities
- Develop communication skills, encouraging the use of correct terminology, to promote effective co-operation
- Participate in a range of psycho-motor/movement activities in order to develop personal physical skills (Practical attainment)
- Be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement (Kinesthetic)
- Be made aware of simple physiological changes that occur to their bodies during exercise (Physiology)
- Be given opportunities to develop imagination and co-operation to achieve shared goals (Teamwork)
- Be given opportunities to develop personal characteristics like initiative, self-reliance and self-discipline (Self-knowledge)
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged (Problem solving)
- Be given the opportunity to develop areas of activity of their choice in extra-curricular time
- Make full use of the facilities here to prepare a learner mentally and physically for continuing physical activity in life after school

Key Stage 3

At Key Stage 3 all learners will follow individual pathways from year 7 to year 9 which will support the learners in achieving their predicted KS4 results based on their KS2 results

Knowledge, Skills and Understanding

Learners will;

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Develop their technique and improve their performance in other competitive sports participate in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, individually and as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Participate in competitive sports and activities outside school through community links or sports clubs

Key Stage 4

In Key Stage 4 learners will follow the programme for study for Entry Level 3 and Level 1 Accreditation in BTEC Sports Studies working towards a L1 Certificate and where appropriate Cambridge Nationals L1

Knowledge, Skills and Understanding

Learners will;

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games
- Develop their technique and improve their performance in other competitive sports, or other physical activities
- Participate in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage Learners to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- Continue to participate regularly in competitive sports and activities outside school through community links or sports clubs
- Participate in a range of different types of sports so that they can gain experience in the necessary skills and requirements
- Assist in the planning and implementation of a sport or active leisure event
- Be able to find out about exercise and fitness activities in their local area and participate in a range of different exercise and fitness classes
- Find job opportunities, different roles and the requirements of these in sport and active leisure

Key Stage 5

In Key Stage 5 learners will follow the programme for study for Entry Level 3 and Level 1 Accreditation in BTEC Sports Studies working towards a L1 Diploma.

Knowledge, Skills and Understanding

Learners will;

- Develop knowledge of risks to health in one area of work and how to maintain personal health when working in that area
- Develop knowledge of the structure and functions of the skeleton, muscular system and cardio-respiratory systems
- Develop their knowledge of the requirements of a healthy diet
- Learn the different components of fitness and how to train each component in order to improve personal fitness
- Experience in helping to plan and implement a sport or active leisure activity
- Develop the work-related skills required in the sport and active leisure industry, which will help them to progress into a job in the industry
- Gain experience of customer service skills, working as a member of a team, and the work requirements in the sport and active leisure industry
- Identify, research and discuss a project area related to their chosen vocational sector, compiling all findings into a report

- Effective members of a team. Learners will identify the skills, roles and responsibilities needed to complete the team task and match their skills accordingly; will take part in team tasks and review their contribution

Monitoring arrangement

The Head of School and leadership team will:

- Monitor the subject through the Oakfield self-evaluation schedule and monitoring schedule which are reviewed annually

Governors will:

- Monitor the work of each subject through the Oakfield self-evaluation and monitoring schedule which includes a timetable of Departmental meetings and a Departmental leader's report to governors, which are reviewed annually

Departmental leader will:

- monitor learners work
- amend schemes of work based on suitability of use
- amend and monitor risk assessments for practical lessons
- analyse data
- produce a SES
- attend link meeting

Additional Information (Subject specific) i.e. Risk Assessments, resources

- Trampoline Risk Assessment
- Sports Event Risk Assessment
- Physical Education General Risk Assessment
- Association of Physical Education (AfPE) Safe Practice in Physical Education, School Sport & Physical Activity 2016 Book
- Trampoline Policy and Guidance
- Drama and Dance Policy
- PE KS3-5 SOW
- PE Pathways

Links to other policies:

- Teaching and Learning
- Behaviour for Learning
- Monitoring
- Assessment for Learning
- Health and Safety

Date approved:	08.07.21
Review Date:	May 2023
Signed Executive Headteacher:	C Taylor

Risk Assessment **Use of Trampoline**



School: Oakfield High School and College

Date of Assessment _____

Assessment completed by (Name) _____

Due for review _____

(Position) _____

***Example only. For all sections, school to add or delete where appropriate.**

Hazard/Risk e.g. slip/trip hazards, electricity, equipment/activity related hazards	Who is at risk?	Current Controls in Place Are they adequate? Is the risk reduced as far as possible?	Level of Residual Risk Low, medium, high	Additional measures to control the risks
Hitting overhead object or ceiling/ Injury	User of trampoline	<ul style="list-style-type: none"> • Trampolines sited well away from walls, fire exits and any overhead obstructions • A minimum clearance height of 5 m is recommended for curriculum and recreational standards, increasing to 8m for competitions see AFPE 5.7.30 		
Fall from trampoline/ Injury	User of trampoline	<ul style="list-style-type: none"> • Supervision at all times by suitably qualified and experienced staff • Beginners and inexperienced Learners must be directly supervised • One or two trained spotters positioned each side of the trampoline • Cushioned end decks positioned at each end of the trampoline • Non-slip mats to be placed to both sides of the trampoline to a width of 2 m • Spotters must not distract the performer by giving vocal encouragement 		
Inappropriate wearing of clothing, footwear, jewellery and long hair/ personal injury	User of trampoline	<ul style="list-style-type: none"> • Appropriate clothing worn for the activity • Trampolining slippers or non-slip socks (cotton or wool only) socks to be worn • Long sleeved top is advised to prevent friction burns if 		

		<p>performing a front drop. See AFPE 5.7.28</p> <ul style="list-style-type: none"> • Ensure all long hair is tied back and jewellery removed/covered in accordance with school policy 		
<p>Inadequate warm up/ poor technique/ Pulled muscles, injuries</p>	Learners	<ul style="list-style-type: none"> • Warm up appropriate to the activity and conditions at start of each session • Correct teaching of skills and techniques 		
<p>Damaged/ faulty equipment /injury</p>	Staff/Learners	<ul style="list-style-type: none"> • Trampoline checked at beginning of each session • Trampoline not used if damaged • Prompt remedial action • Damaged/faulty equipment marked as 'do not use', taken out of action immediately and repaired or disposed of as necessary • Frame, springs or cables covered by fixed coverall pads • Trampoline regularly checked by a competent contractor 		
<p>Inadequate supervision/ horseplay, injury</p>	Learners	<ul style="list-style-type: none"> • Supervision levels for trampoline activities are (staff-Learner ratios) • Only one person on trampoline at a time • (If used) roller stands stored securely away from the working area 		
<p>Learners with pre-existing medical conditions/ injuries</p>	Learners	<ul style="list-style-type: none"> • Staff made aware of all Learners with medical conditions/injuries • Staff to assess if it is appropriate for learner to participate in activity • Learners reminded to bring inhalers, epipens etc • Staff to have access to specific Learner risk assessment for Learners with more serious conditions and to adapt 		

		<p>activity for them accordingly</p> <ul style="list-style-type: none"> • First aider available on site • Procedures in place to call for immediate help • First aid kit available 		
<p>Setting up/packing away of trampoline/ strains, sprains, back injury, trapped fingers, broken bones</p>	Staff/Learners	<ul style="list-style-type: none"> • Task to be completed by at least one trained member of staff and one other adult. Refer to AFPE 5.7.31 • Training shoes worn • Only older Learners who are sufficiently strong and mature enough and who have been trained may carry out the task under close supervision of qualified staff ready to give assistance • Refer to specific detailed manual handling assessment and step by step guidance for task • Staff and Learners made aware of hazards and risks. • Learners instructed and shown correct way lift, carry and move equipment • Learners not allowed to lift beyond their capability 		
<p>Dazzling, direct beams of lights, glare/ discomfort, vision impairment, incorrect perception</p>	User of trampoline	<ul style="list-style-type: none"> • Diffusers used on lights • Trampoline to be positioned away from direct beams of light • Area suitably lit 		
<p>Any other significant hazards the school identify to be added here</p>				

VENUE..... .DATE **Teachers Initials**
 (Form seen and checked)

Risk Assessment: Sports and Team Game Events

List groups of people who are at risk; Staff and Learners.

Hazards	H	M	L	Control	TICK (✓)
Team				Behaviour policy Supervision Known group members	
Transport				See RA for mode of transport	
Behaviour				Learners understand code of conduct before leaving on the visit Other adult for supervision within ratios stipulated	
Accidents / injuries				Adequate first aid cover First aid kit Mobile phone Emergency procedure	
Documentation				Safely kept Copies and No noted Medical knowledge	
Rendezvous / meeting points				Arrange, manage and staff Timetable etc	
Contact sport injuries				Instruction on contact sport Code of behaviour Rules of play Level of participation to ability	
Equipment				Adequate equipment for activity Correct sizes etc Safe checked environment	
SEN & Disability Inclusion				See SEN & Disability Inclusion R/A	

Additional Comments/Information

First aid box to be kept with risk assessments/healthcare plans/medication by staff.

Mobile to be kept with staff with list of contacts.

Learners to stay with staff and not to be left to visit on their own.

Risk level after control is in place is of an acceptable level.

VENUE.....DATE **Teachers Initials**



(Form seen and checked)

Risk Assessment: Physical Education.

List groups of people who are at risk; Learners/Staff

Hazards	H	M	L	Control	TICK (✓)
Behaviour				Learners understand Respect Charter Other adult for supervision within ratios stipulated	
Accidents / Injuries				Adequate first aid cover First aid kit Mobile phone Emergency procedure	
Health Conditions				Medical knowledge	
Contact Sport Injuries				Instruction on contact sport Code of behaviour Rules of play Level of participation to ability	
Equipment				Adequate equipment for activity Correct sizes etc Safe checked environment	
SEN & Disability Inclusion				See SEN & Disability Inclusion R/A	

Additional Comments/Information

Please refer to the Association of Physical Education (AfPE) Safe Practice in Physical Education, School Sport & Physical Activity 2016 Book

Risk level after control is in place is of an acceptable level.