

Pudsey Bolton Royd Primary School



Physical Education Policy

Updated Sept 2021

Ratified by Governors 18th Nov 2021

School Vision for PE:

“For all children in Pudsey Bolton Royd Primary School to experience high quality physical education, school sport and physical activity that will inspire life-long participation.”

Sport Premium Funding

The government provides additional funding of £320 million to improve provision of physical education (PE), sport and physical activity in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport – is being allocated to all primary schools. This funding is ring-fenced and therefore can only be spent on provision for PE, sport, physical activity and health and well-being in schools.

At Pudsey Bolton Royd Primary School, we regularly identify areas which we aim to improve and enhance through the use of Sport Premium funding, in order to raise participation and achievement for all pupils in PE, sport and physical activity. Part of the funding is paid towards being a member of the West Leeds Schools Sports Partnership which is a local partnership providing schools with training, support, competitions and resources. We are also a member of the Leeds Rhinos Foundation which offers inter-school competitions, facilities, support and training. Our identified priorities for spending the Sports Premium for are:

- *Improve staff skills and confidence in the teaching of PE and PA through additional staff training;*
- *Develop the Sports Leader programme via School Council which will provide intra-school competitions and leadership opportunities for children throughout the school;*
- *Increase pupil participation in extra-curricular sports clubs, competitive sport and physical activity;*
- *Increase participation in intra and inter-school competition through releasing staff, membership of the West Leeds Schools Sports Partnership and the Leeds Rhinos Foundation and membership of the Youth Sports Trust.*
- *Top up swimming lessons for Year 6 children*

Further details of this can be found on the school website.

Rationale and Ethos

This policy was re-written in September 2021 in consultation with staff, parents and governors. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the holistic development of each pupil. PE, along with sport and physical activity, can bring about whole-school improvement through positively impacting on attendance, behaviour and pupil attainment.

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupils' needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims of PE

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).
- Develop positive attitudes towards participation in physical activity
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
- Promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background
- To develop links between Physical Education and other aspects of the curriculum
- Solve problems and find alternative solutions to physical challenges on their own and with others
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as members of a team
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance (and value) of exercise in their lives

- Be given a firm foundation for life-long participation in sporting activity
- Use exercise as a tool for improving mental health and well-being

Outcomes

Intended outcomes that we deem to be desirable from the PE programme of study include:

Skill acquisition	Skill application	Movement appreciation	
Movement observation memory	Knowledge	Understanding	
Health/fitness principles	Awareness of safety	Competitiveness	
Competition	Rules/how to officiate	Leadership	Resilience
Challenges	Enjoyment	Creativity	Fitness
Problem solving	Self-control	Tolerance	Motivation
Respect	Honesty	Self esteem	
Responsibility	Sense of achievement/well being	Fair-play	
Communication skills	Language terminology	Confidence	Keeping active
Recreation in society	Decision making	Analysis	Technique Sportsmanship

Entitlement and Progression

In **foundation stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games developing simple tactics for attacking and defending
- perform dances using simple movement patterns

In **Key Stage 2** pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, tennis and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and Water Safety

All children must have access to swimming instruction in either Key Stage 1 or 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

How is PE taught at our school?

At Pudsey Bolton Royd, all children from Years 1 to 6 receive 2 hours of PE each week. Reception pupils have one hour of formal PE teaching which is additional to their planned physical activity areas within their continuous outdoor provision setting. All dance and gymnastic lessons take place in the hall and games, athletics and OAA lessons take place either on the playground, the MUGA or the field. Swimming is taught to Year 3 children at Bramley Baths by qualified swimming teachers. Each unit of work in PE is usually around 6 weeks long and covers all the areas of the PE curriculum. Key Stage One focus on the fundamental skills of agility, balance and co-ordination which can feed into small sided team games, alongside cross curricular dance units. Key Stage 2 practise and refine the skills needed to successfully play competitive games. They then apply these in small and larger sided games. Gymnastics skills are taught in a progressive way and sequences are developed and extended throughout Key Stage 2. Some dance units of work are linked to the topics taught in Key Stage 2 and OAA is taught both within the school grounds and off-site. The PE Co-ordinator is responsible for mapping the curriculum, ensuring that pupils experience a coherent and progressive curriculum throughout their time at school.

Out of school hours learning (OSHL)

OSHL activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs and exit routes through coaches and the PE and sports information board. The PE and sports information board provides a medium for local clubs to advertise through school enhancing the link between the school and the club. Parents are informed of out of school hours sports clubs via the school website and the school Ping system. This is also used to inform parents of clubs and activities taking part in the wider community.

We use Next Generation Football coaches to run OSHL clubs for both boys and girls across Key Stage 2, and Leeds United Wildcats provide clubs for Key Stage 2 girls. Teaching and non-teaching staff also run clubs throughout the year in areas of sport and physical activity such as: gymnastics, tchoukball and bhangra. Some clubs are run by the PE subject leader to practise skills and get selected children ready for sports competitions such as tennis and athletics. Students were given a PE and Sports survey to choose which clubs the school offered to them. OSHL takes place from 3.15-4.15 on Mondays to Thursdays. Please see the half-termly timetable on the school website.

Safeguarding in PE

Please refer to the Safeguarding and Child Protection Policy, particularly Appendices One, Two, Four, Five, Eight and Nine. This can be found on the school website, along with the Health and Safety Policy, and Safeguarding Children information. Please also see the Guidance for Safer Working Practice for those Working With Children and Young People in Education Settings, Keeping Children Safe in Education and the Intimate Care Policy, if appropriate.

Safe Practice

In all areas of P.E. safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' guidance provided by Association for Physical Education. A copy of which is kept by the PE Subject Leader. This has been reproduced as Appendix 1 below. This states that:

“Schools have a duty of care to ensure students are able to participate actively without unnecessarily endangering themselves or those working around them. A clear and consistently applied policy for the removal of personal effects should be in place. The Association for Physical Education (afPE) strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to all ear and body piercings, including retainer and expander earrings.”

We therefore advocate that all jewellery, including earrings and religious artefacts, must be removed for PE. If earrings cannot be removed, it is the responsibility of the older child (or the parent) to tape up the earrings in a satisfactory way to enable the child to participate safely.

Pupils are taught to recognise and take some level of responsibility for their own safety and are taught to recognise and be aware of hazards that are present from an early age. Therefore, health and safety awareness is an integral part of pupils' learning in PE lessons.

To ensure safe supervision, KS1 and lower KS2 pupils will change together for PE in their classrooms. Pupils in Years 4, 5 and 6 will change in separate, supervised areas for boys and girls.

PE Kit

In the interest of health and safety, appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children. When PE lessons take place in the afternoon, children may be allowed to go home in their PE kit, taking their school uniform home with them to wear the following day.

Indoor PE Clothing:

White T-shirt and royal blue shorts, leggings or jogging bottoms. Bare feet for dance and gymnastics, unless on medical grounds, in which case pumps only (never trainers) are the alternative. Pumps or trainers need to be worn for indoor games lessons.

Outdoor PE Clothing:

White T-shirt and royal blue shorts, leggings or jogging bottoms, depending on the weather. School jumpers or cardigans may be worn in cold weather. Pumps or appropriate trainers must be worn.

Jewellery, including religious jewellery, must be removed before the lesson. (See above). Long hair should always be tied back.

Failure to produce appropriate kit:

The reluctance of some children to produce appropriate kit should be avoided if the child understands the reasons behind the necessity of changing for P.E. lessons and is familiar with their timetable.

Staff will encourage and support all children to meet the requirements. Pupils not actively taking part in P.E. lessons, including swimming, are expected to participate in the lesson as much as they are able to (for example, by helping to officiate/referee/keep score or assisting the teacher in identifying children who show particular high levels of performance that they could demonstrate to others). In instances of repeated failure to produce a kit, parents/carers will be informed.

Staff Dress

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. Jewellery should be removed to set a good example and long hair should be tied back.

Accident Procedure

For school-based activities, staff should follow the guidelines in the Health and Safety Policy and be familiar with the Risk Assessments for P.E.

For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off-site visits.

For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarms. They must know the location of rescue and survival equipment and have the ability to follow the emergency drill. There should be frequent practices of this involving the children.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. PE equipment is stored in the PE cupboard in the small hall. Children should not be in there unattended.
- Annual safety equipment check by a recognised maintenance contractor - at present this carried out by Sports Safe (both for equipment belonging to PFI and school).
- Equipment to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader.
- A named person responsible for Safeguarding – DSLs in school are Kim Buck, Christine Morton, Paul Kilner, Kath Walsh and Iala Sharp.
- Named First Aiders within the school – currently Asha Raju, Paul Kilner, Helen Harding and Alex Reddish. In addition, the majority of Early Years staff have Paediatric First Aid certification.
- A knowledge and pre-activity check of the environment in which learning is taking place – staff should thoroughly check areas for hazards before any activity takes place.
- Risk Assessments are carried out by the PE Subject Leader for each area of PE and are read and signed by all relevant staff.
- Children are taught to manage their own risk (eg use the apparatus safely and effectively) during all their PE lessons. This is explained in the PE risk assessments and apparatus handling policy.

Equal Opportunities and Inclusion

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual strengths and abilities to contribute, which can be used to enrich the experience of others.

The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other.

The P.E. curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability.

Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. Specific pupils have one to one adult supervision during their PE lessons. Specific resources are purchased to support the inclusion of pupils with physical disabilities, including multi-sensory/physio sessions for small groups of SEND pupils. School also regularly takes part in disability sports competitions, such as the 'Panathlon' events organised by our local sports partnership, giving opportunities for children on the SEN register to participate in friendly, competitive activities against other schools.

Facilities, Equipment and Resources

PE facilities at Bolton Royd include the halls, the playground, the MUGA (Multi Use Games Area), the field and the school grounds. Some OAA lessons are taught on residential visits based at Ingleborough Hall, and swimming is taught at Bramley Baths.

PE equipment is kept in the hall, in the PE cupboard, and in outside storage areas. The PE subject leader is responsible for purchasing equipment and all staff who use the equipment have some responsibility in maintaining it. The PE subject leader also has resources used to support teaching and learning PE and they are kept in the staffroom.

The Learning Environment

PE displays in the hall are used to celebrate children's achievement, show examples of good practice (both within school and elite athletes) and support both teachers' and pupils' subject knowledge.

The hall is regularly cleaned and the MUGA is kept free of leaves. The field is also regularly cut and appropriate markings are painted on in the spring and summer.

Sports Day

Our school believes that **'Physical Education is for all'** and our sports day reflects this statement. It is not a traditional sports day which is set up for the few. We do not know at the start of it who is going to be a winner, or a loser, and neither do the children. We do not have the apprehension, embarrassment or tears that a traditional sports day often provides! Every child from Reception to Year 6 participates and every member of staff plays a vital role in the smooth running of the event.

Our sports day operates around using an octagon for the organisation of the events. The children are arranged in family and house colour teams where there is a representative from each year group in every team. The older children help, support and encourage the younger children. Also the parents can follow one team around with all their family members in it.

All the children compete at the same time with two teams, from different houses, on each track. The children sit on the central part of the octagon. One team will be numbered 1-8 and one team will be lettered A-H.

After each event the children sit down and wait for the scores to be recorded and then the number team move round in a clockwise direction to the next event. They always sit on the left of the track. The letter team therefore move around in an anti-clockwise direction to the next event and sit on the right of the track.

This means that each team competes against a different team at each event. This means that a different opponent each time can be seen as another challenge and another chance. The winning team each race will receive 10 points and 5 points for the losing team. The team from each house with the greatest number of points will then race at the end to find the overall house winner.

Staffing / Staff Development

The PE Subject Leader teaches every class for one hour a week and class teachers teach the other hour. Specialist coaches come from Leeds Rhinos Foundation to work alongside teachers after their development needs have been identified. The PE subject leader also mentors new staff in teaching PE and advises other staff if they feel insecure or they are teaching an area of PE which is new to them.

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and update their knowledge of the PE curriculum. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, the PE Advisor or through INSET. Any staff who attend a CPD course must provide feedback/ disseminate the information.

Adults Supporting Learning

Adults are used to support the learning of children with either physical or communication disabilities in PE lessons and OSHL.

Parents provide transport to and from sports competitions and are encouraged to stay and support their children where appropriate.

Cross Curricular Physical Activity

Where relevant, links will be made to cross-curricular themes and used as a means to develop cross-curricular skills. For example:

Numeracy. In athletics, it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems. In the dance scheme, teachers have access to numeracy-based concepts which can be taught through dance.

Problem Solving. Through an open-ended approach in OAA and team games, pupils will develop their ability to find multiple ways of answering complex questions.

Literacy and Communication Skills will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement. There are links to Literacy in the dance scheme of work.

History and Geography. Some of the dance units of work directly link to history and geography topics taught in Key Stage 2.

Personal and Social. Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

Preparation for Citizenship. By giving information on and introduction to clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

ICT. Use of smart board technology, videos, tablets, cross curricular science – physical changes in the body, to enhance learning. Children’s performances are videoed for self and peer evaluation and assessment.

Leadership and Management Roles

The Governors will know about current and projected expenditure of the PE and Sport Premium funding (in part via the annual report on the school website), will regularly scrutinise current and projected expenditure with the Head Teacher and understand the impact the grant is expected to make

The Head Teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra-curricular activities. He / she will:

- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum.
- Audit staff to determine appropriate and targeted training
- Aim for high teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE keeps a high profile within the school, through displays etc.
- Keep a portfolio for PE that will include photographs of pupils at work, examples of planning and examples of pupils' work
- Assist with recording keeping and assessment of the subject.
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Regularly share current and projected prioritise and outcomes with pupils, parents, staff and senior leaders including governors
- Have a formal, long term strategy for PE, sport and PA. This should be aligned with the SDP and have been informed with pupil and staff feedback
- Ensure all coaching staff delivering PE and OSHL on the school site are quality assured
- Establish a Sports Council where pupils can discuss and plan PE, sport and PA activities
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Contact local sports clubs to establish new community links with the school

Teachers will:

- communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.

- have a high level of confidence and expertise both in terms of their up-to-date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher/PE Co-ordinator will be responsible for the planning and teaching of PE as set out in this Policy

The Teaching Assistant (TA), when available during PE lessons, will:

- Support the class teacher in delivering PE and, in particular, support those children with Special Educational Needs or Disabilities where timetabled to do so, and collect resources if requested to do so by the class teacher

Monitoring and Evaluation of the Subject:

The monitoring and evaluating of PE is carried out in various ways such as: lesson observations, talking to pupils, talking to teachers and video evidence. It is carried out by the PE subject leader, the Deputy Head and the Head Teacher and may include governors and other outside agencies. Subject monitoring feedback is shared with the Head Teacher and all the staff and it is used to improve the teaching and learning of PE in our school.

Assessment and Recording

Both the class teachers and the PE subject leader use a range of assessment approaches that motivate young people to make progress e.g. pupil-led assessment, peer assessment techniques, self-assessment and reflection, use of video, whole-class discussion and teacher assessments. Teachers and pupils consider the broader context of learning in the physical environment including the social, emotional, thinking and health-related aspects of learning and how young people progress across all of these areas. Assessment is embedded within every lesson and includes clear objectives for learning, activities that support pupils' progress to meet the learning objectives, and success criteria that challenge learners. This informs the planning for the next lesson. The PE subject leader keeps a file of evidence which forms part of the assessment process, and this informs the long-term planning and whole-school scheme of work to insure clear progression for learning across the whole physical education curriculum. Parents are informed of their children's progress and attainment in PE at parents' evenings and in their child's end of year report.

Conclusion

At Pudsey Bolton Royd Primary School, we believe that Physical Education develops children's physical competence and confidence, foundationally underpins all later academic learning through key functional and developmental movement skills and their ability to use these to perform in a range of activities. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes and teaches positive attitudes towards living active and healthy lifestyles by making choices through their diet and activities, whilst supporting their emotional wellbeing. Pupils learn how to think in different ways to suit a wider variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their attitudes, abilities and preferences, and make choices about how to get involved in life-long physical activity.

A Reddish

PE Subject Leader and School Sport Coordinator

September 2021

Ratified by Governors: 18/11/2021

Due for Review: Autumn 2023

Appendix 1:

AfPE – Updated Health & Safety Guidance regarding jewellery, 2020 version.

“Schools have a duty of care to ensure students are able to participate actively without unnecessarily endangering themselves or those working around them.

A clear and consistently applied policy for the removal of personal effects should be in place. The Association for Physical Education (AfPE) strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to all ear and body piercings, including retainer and expander earrings.”

2016 Version:

“Personal effects, such as jewellery, (including body piercings), religious artefacts, watches, hair slides should ideally always be removed to establish a safe working environment.”

The 2020 version goes onto say:

“If a school/employer adopts a policy where taping is utilised to enable participation then appropriate action needs to be taken at the start of the lesson. Staff are not required to remove or tape up earrings for students. Students should come ready for the lesson, preferably with earrings removed or adequately taped. Taping over ear and body piercings may offer a measure of protection in some physical activity situations, where individuals are required to work within their own personal space. However, the amount of tape used needs to be sufficient to prevent the piercing penetrating, for example, the bone behind the ear should an unintentional blow be received from someone or some item of equipment, such as a ball.

Where the school accepts taping, the teacher supervising the group has the legal responsibility to ensure the taping is fit for purpose. If the teacher considers the taping to be unsatisfactory to permit safe participation, they will need to make adaptations in terms of how the student takes part in the practical aspects of the lesson. The student 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).

Exclusion from a lesson should be avoided at all times if a student is unable to remove personal effects or the taping is deemed unsatisfactory.”

“Religious artefacts need to be removed or made safe. Health and safety law would usually take precedence over equality law because of the implication of the “safety of others” and the specific duty set out in the Health and Safety at Work Act 1974. Case law relating to human rights legislation has established that a student does not have the right to manifest their belief at any time and place they choose at school, and this includes the wearing of jewellery. Generally, to attempt to succeed in making a claim on the grounds of human rights, there would be a commonly acknowledged religious obligation on a follower to wear the jewellery. However, where the safety of others is compromised through the wearing of such an item, the claim is unlikely to be successful.”

Ears newly pierced in term time.....

Whilst it would be ideal if ears were pierced at the start of the summer holidays, given six weeks to settle and earrings are then ready to remove for PE lessons from September, this is often not achieved. Where a school/employer has a ‘no jewellery’ statement in their policy, schools must follow that policy. Where this cannot happen, one alternative is that the earrings can be covered with tape by the pupil, or the parent before coming to school. However, it is still the responsibility of the member of staff leading the lesson to ensure that the tape is doing the job intended, and

then to assess if this is a sufficient precaution to allow the pupil to safely take part, either fully or partially in the planned lesson.

Ultimately, it is the requirement of the school/college to develop a clear policy which is shared with parents and students. In addition, robust systems and procedures need to be in place when students are changing, to check that they fulfil the obligation to remove personal effects prior to participation.