

Kingswood Primary Academy

**PE, School Sport & Physical
Activity (PESSPA)**

COVID19: System of Controls

Guidance and Procedures for Staff

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Introduction

'Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.' (DfE, 2020)

Each one of us will play a vital role in ensuring that we keep ourselves and our children safe as we strive to continue to provide an exciting PESSPA experience in a COVID19 safe environment.

To develop staff understanding, promote consistency and ensure the highest standards of practice, please now find below our PESSPA COVID19: System of Controls.

This details the guidance and procedures for all staff to follow (including external sports coaches), to reduce risk and create an inherently safer environment when planning and delivering PESSPA.

The procedures have been developed in line with the latest national COVID19 requirements and guidance.

They are based on the following key principles for supporting safe PESSPA, as identified by the national Association of PE (afPE), and include:

- ***Keeping children in consistent groups***
- ***Maximising distancing between pupils***
- ***Prioritising outdoor PE***
- ***Thoroughly cleaning PE equipment between each use by different individual groups***
- ***Avoiding contact sports/activities***

It is essential that you read through and implement the procedures contained within this document. If you are unsure about any aspect or if there is anything else that I can help you with please ask me as soon as possible.

Thank you

Andy Bark
Head of Academy
(PE Co-ordinator)

PESSPA: COVID19 - System of Controls

1. No Changing: Children come in PE Kit on PE Days

1. Children are to come in their PE kit (suitable clothing and footwear) on the days that they have PE
2. Children are to remain in their PE kit for the whole day
3. For indoor PE, to support social-distancing, instead of taking their footwear off in the hall and putting it on again at the end of the lesson, children are to keep their plimsols / training shoes on for the duration of the lesson
4. As we are attempting to deliver as many lessons outside as possible, if cold, please allow your children to wear sweatshirts / coats / tracksuit bottoms
5. Children without kit should not participate as a physical performer - Instead, they can:
 - ✓ Listen to and observe the teaching and learning taking place
 - ✓ Whilst maintaining social distancing, take on another role such as keeping scores or providing feedback to a partner

2. Moving to and from the Activity Area

1. Before moving your children to the area where activity is to take place it is essential that you have done the following:
 - ✓ Checked that the area is large enough to allow social distancing for the size of your group and the activity you are going to do
 - ✓ Planned where and how your children are going to congregate on arrival at the activity area (e.g. hall / playground) so that they remain socially-distanced (markings on the floor / cones / hoops could be used to assist with this)
2. Social distancing must be maintained when moving to and from the activity area – remind your children to:
 - ✓ Follow the 'one-way-system'
 - ✓ Not touch each other
 - ✓ Pay attention to any floor markings that help with social distancing
3. Fix hall doors 'open' to avoid contact with handles (this also enhances ventilation)
4. Ask for cleaning of handles between classes

3. Hygiene

1. Strict hand hygiene must be adhered to
2. Children must wash their hands before and after every PE, School Sport or Physical Activity session (including lunch / break time activities)
3. Remind children before and throughout the sessions not to touch their face or eyes
4. Use hand sanitizer for intermediate hand cleansing while on activities
5. Ensure you have sufficient tissues and hand sanitisers in addition to bags to contain any used tissues and wipes
6. First aid kits to be carried and contain both gloves and face masks and disposable apron and eye protection
7. All equipment must be cleaned after use
8. Allow extra time in your planning to complete all cleaning requirements
9. To reduce the spread of droplets, use non-verbal cues or clapping signals for gaining attention rather than shouting or using a whistle

4. Equipment

1. Equipment may be shared between children in your class, however, to minimise risk to an acceptable level please adhere to the following control measures. They are in hierarchical risk order and require you to plan and deliver as many lessons as possible that:
 - a) **First - do not use any equipment** (e.g. moving to music, children doing aerobic and stretching activities in their own space, relays, concentrating on fundamental skills such as leaping, galloping and jumping etc).
 - b) **Second - allow each child to have their own equipment** (Depending on the activity, if you have enough equipment e.g. balls or hoops, clean the equipment, and provide it for each child. This kit can only be touched by that child. Instructions should be clear to this effect. This kit becomes 'theirs' and theirs alone whilst they are in the lesson. After the lesson, all equipment should be cleaned/sanitised before the next class).
 - c) **Third - use minimal equipment with minimal sharing** (e.g. In activities such as rounders, it is recommended to use two balls (one for each team) to reduce the number of children handling the ball. Limit the number of different children that can touch the equipment in the lesson e.g. certain children use the bats in lesson 1 and other children use them in lesson 2 after they have been sanitised. You could number the bats so that children use the same bat within a lesson).
2. Do not use any shared gym equipment or fixed playground equipment
3. Bibs and bands should not be used or shared
4. Do not leave kit or equipment lying around that is tempting for children to grab
5. It is essential that a strict cleaning and sanitising protocol is followed
6. Regularly cleaning equipment and following the hand washing regime is the fundamental guiding principle – please allow extra time for this
7. All equipment to be used must be cleaned before and after each lesson
8. Children must not share water bottles

5. Social Distanced Teaching and Learning: No Physical Contact

1. Plan learning activities that maximise the social distancing between your children and ensure that there is **no physical contact**
2. Remind your children before and throughout the activity session the importance of social distancing and non-contact
3. Show them what an appropriate distance between each other looks like
4. Consider an induction style lesson where you walk through the new lesson routines with your children including how to enter and exit the lesson, create their own safe, socially distanced working space etc.
5. Plan to go **outside** where possible for any PE lesson or Physical Activity session as social distancing will be easier
6. If you have to go indoors please do the following:
 - ✓ Modify your PE lesson to suit the size of the indoor space to ensure a safe environment and social distancing is maintained
 - ✓ Maximise natural ventilation flows by opening doors and windows where possible
7. Use a variety of methods to help children maintain social distancing – playground markings, zones, grids, chalk, tape, plastic markers, cones, hula hoops etc.
8. If children are waiting to take a turn in an activity or for further instructions have waiting areas marked out to maintain social distancing
9. If the activity does not remain in one place like an outdoor trail / orienteering course remind your children before they set off that social distancing is to be observed and monitor their movements
10. Remember to try and observe social distancing between yourself and your children
11. Discourage activities that are physically challenging for your children, which might require adult intervention or physical support, or could result in injury

6. Remote Education for PE

The key points to consider when providing remote learning are the **appropriateness of the activity** and the **level of supervision required for the age group**.

1. Activity Ideas

- need to be simple and low level
- age appropriate
- ideally outdoors
- activities which are seen as 'regular and approved' practice (for example, the type of simple, low level activity you have done with your children in school)
- if you can provide a visual demonstration (video clip etc) of the activity this can help to be clear about the task, including safe practice messages where needed

2. Supervision

- Will your children be able to do the activity without supervision?
- If parental supervision is required to ensure the risk is appropriate do not set this activity for your children
- You must not assume that a parent/carer at home will be present to supervise throughout or at all, that they will read the safety instructions, and follow a visual guide, such as video clips or cards.
- In a remote learning situation you cannot supervise/challenge bad practice
- If an activity requires such input to be safe, don't choose that for a self-directed activity

Further Support

Please ask if you need any further help or guidance as I have resources that will help you to meet many of the above requirements including a range of Remote Learning resources / ideas for PE.