

<i>Safe Practice Considerations</i>	<i>Recommended Practice/Considerations</i>	<i>Implications for your school or setting</i>	<i>Linked government documents</i>
<b>Risk Assessment</b>	<p>Review, revise and adhere to all risk assessment before commencing any PE, School Sport &amp; Physical Activity.</p> <ol style="list-style-type: none"> <li>1. Does your teaching reflect government advice and considerations?</li> <li>2. Have you ensured all staff members understand the new policy and practice that supports the <b>whole school approach</b> to teaching and learning delivery, adhering to new safety guidelines?</li> <li>3. Is there opportunity to discuss concerns/ worries and overcome potential barriers by implementing some of the changes to ensure everyone can have an input in how this works for PESSPA activities?</li> </ol>	<ul style="list-style-type: none"> <li>• Young people are strongly encouraged to attend (where there are no shielding concerns for the child or their household), so that they can gain the educational and wellbeing benefits of attending.</li> <li>• Vulnerable children of all year groups continue to be expected and encouraged to attend educational provision where it is appropriate for them to do so (for children with education health and care (EHC) plans this will be informed by a risk assessment approach).</li> <li>• Young people and staff who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect people in this category to be attending school, and they should continue to be supported to learn or work at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. Few if any children will</li> </ul>	<p><a href="https://www.gov.uk/">https://www.gov.uk/</a></p> <p><a href="#">Actions for Education and Child Care Settings Re-opening</a> (Updated 12<sup>th</sup> May 2020)</p> <p><a href="#">Planning guidance for primary schools</a> –(Updated 25th May 2020)</p> <p><a href="#">Guidance for Conducting a SEND risk assessment during the coronavirus outbreak-</a> (Updated the 26th May 2020)</p> <p><a href="#">NHS Advice Conditions Covid 19</a></p> <p><a href="#">Covid 19- Implementing protective measures (planning)</a> (Updated 12th May 2020)</p>

		<p>fall into this category, but parents should follow medical advice if their child is in this category. Staff in this category should work from home where possible.</p> <ul style="list-style-type: none"> <li>• A young person or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting.</li> <li>• If a young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the guidance on shielding, it is advised they only attend an education setting if stringent social distancing can be adhered to.</li> <li>• Staff and young people should not attend if they have symptoms or are self-isolating due to symptoms in their household.</li> <li>• Protective measures will be put in place for staff and students, as far as is possible, to ensure that the risk of transmission is reduced.</li> </ul>	
<p><b>Planning &amp; Preparation</b></p>	<p>4. Does your planning, preparation and delivery of PESSPA reflect the whole school changes and expectations required from senior leaders in response to Covid-19?</p>	<ul style="list-style-type: none"> <li>• Staff and the HR team at Durham County Council will, with the support of this Risk Assessment and DfE Guidance, aim to offer 'in school' delivery s</li> </ul>	

	<p>5. In your delivery, will there be consideration and management of a risk avoidance routine?</p> <p>6. Does the PE Subject Leader engage in County Network opportunities to maintain dialogue with other local and national teaching professionals and do they and the SLT seek the most recent government advice?</p> <p>7. Is there opportunity and procedure in place to disseminate all relevant and important information to ALL School Staff?</p>	<p>Note: Guidance is changing on a regular basis throughout the week so plans remain tentative at best.</p> <p>Staff given the opportunity to feed back on Risk Assessment and express any concerns.</p> <p>Ensure as an organisation we have 'session ideas' already written and prepared that will allow School Staff and to confidently deliver PE, Sport and Physical Activities in a way which adheres to governmental guidance.</p> <p>Meeting with staff, communicate with them what our organisational aims are for our 'in school' delivery support and what our working expectations are in line with Health and Safety measures and DfE guidance.</p>	
<p><b>Teaching &amp; Learning</b></p>	<p>PE, School Sport and Physical Activity (PESSPA) will look different to pre Covid-19.</p> <p><b>Physical Education</b></p> <p>8. Recognise the value and routine of a set PE lesson</p> <p>9. Contact team games activities, practices and team training sessions cannot be delivered.</p> <p>10. Individualised activities in personal zone area can be planned and delivered at if maintaining the social distance requirement.</p>	<p>Avoid contact team games Use zones areas and adhere to social distance Short blasts of activities throughout the day</p>	<p><a href="#">County Advisors Microsoft TEAMS network site for Education Durham SLA Primary schools</a></p> <p><a href="#">Active 30 Durham Hub</a> (centralised online activities for PESSPA)</p>

	<p>11. Fundamental movement skills and drills developing agility balance and coordination can be delivered within an individual pupil’s movement pathways and zoned area, adhering to social distance requirement.</p> <p>12. Individual orienteering exercises on a safe school site adhering to social distance and no touch contact points is a manageable option.</p> <p>13. SAFETY: Skills considered high risk should be avoided. Consider the physical skill level of each pupil and the activity challenge- whether it would require adult physical support or result in injury (e.g. some gymnastic movement). Consider if it is within the individual’s known capability.</p> <p>14. PE sessions can be adapted to adhere to social distance and the learning focus placed upon physical skill development, linked movement opportunities, creative and personal development, self-improvement.</p> <p><b>In summary plan all activities and contexts so that pupils can be 2m apart and do not need to touch or use shared equipment.</b></p> <p><b>Physical Activity.</b> The opportunity to be physically active throughout the school day (and at home) is crucial to supporting children’s engagement, and their physical and emotional health and wellbeing, especially in this time of transition.</p> <p><b>Adhering to social distance measures;</b></p> <p>15. Consider short active blasts throughout the day</p> <p>16. Personal challenges within an active staggered playtime (improving scores in distance, times, mastery of a coordination skill etc)</p> <p>17. Physically distanced; wake and shake activities, daily mile, dance, aerobic, yoga and stretching based exercise.</p> <p>18. Always consider safeguarding and suitability of any used or promoted video and online platform in line with school safeguarding, remote learning and internet safety.</p> <p><b>School Sport (competition framework)</b></p> <p>19. <b>No contact No sharing of equipment</b> (invasion game related activities are not possible to socially distance)</p>		<p><a href="#">Gov Publication Online PE Resource</a> (Updated 22<sup>nd</sup> May 2020)</p> <p><a href="#">Secondary PE Gov Resources</a> (Updated 22<sup>nd</sup> May 2020)</p> <p><a href="#">Safeguarding and Remote Learning (Covid 19)</a> (Updated 21<sup>st</sup> May 2020)</p> <p>DfE <a href="#">Guidance for Conducting a SEND risk assessment during the coronavirus outbreak-</a> (Updated the 26th May 2020)</p>
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	<p>20. Use personal best challenges as a way of maintaining healthy competition, challenge and engagement.</p> <p>21. Your School Sport Partnerships and School Games Organiser may offer support with creative opportunities for healthy competition between schools using online platforms, personal best challenges etc.</p>		
<p><b>Protective &amp; Robust Hygiene Measures (Hand Washing)</b></p>	<p>Handwashing and hygiene measures will be part of the whole school Covid-19 prevent &amp; control policy, procedure and risk assessment.</p> <p>22. Is there opportunity for handwashing before and after the PE lesson?</p> <p>23. Are all aware of guidance/rules for handling any equipment or minimising touch points along with the importance of hand washing and avoiding touching the face, in relation to a planned PE lesson context?</p> <p>24. In addition to regular handwashing, is hand sanitiser readily available for staff and pupils to use throughout the day?</p>	<ul style="list-style-type: none"> <li>• <i>'minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges'</i></li> <li>• all communication with staff, should inform them that they should not deliver any 'in school' support if they or any of their family members have any of the symptoms identified with the virus and they should follow government guidance on isolation.</li> <li>• If a member of staff develops symptoms whilst delivering 'in school' support they should inform the member of staff who is with the bubble of children they are delivering to. The session would be</li> </ul>	<p><a href="#">Covid-19 Implementing Protective Measures- Education (Infection Protection)</a> (Updated 12th May 2020)</p>

		<p>terminated and the staff member would go home immediately. The school staff member would have responsibility for letting the Head Teacher know of the situation. The Head Teacher would arrange testing and/or ask the staff member to self-isolate as per government guidance on isolation at the time.</p> <ul style="list-style-type: none"> <li>• In the instance an staff member tests positive for the virus, it will be the managers responsibility to contact all the schools which that staff member has worked in to inform them of the positive test.</li> <li>• All schools who request in school support will be asked to communicate any potential or confirmed cases in school to both the SSP member of staff delivering in their school and the SSP manager.</li> <li>• <i>'cleaning hands more often than usual - wash hands thoroughly for 20 seconds with</i></li> </ul>	
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		<p><i>running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered'</i></p> <ul style="list-style-type: none"> <li>● Staff provided with a PPE pack which includes hand sanitiser and are advised to clean their hands before and after every session they deliver.</li> <li>● Hand sanitiser is frequently replenished.</li> <li>● <i>'ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach'</i></li> <li>● Staff provided with tissues and bin bags and will verbally remind children of the 'catch it, bin it, kill it' approach.</li> <li>● Any equipment used in sessions to be cleaned straight after use using antibacterial wipes and/or antibacterial spray &amp; cloths provided.</li> <li>● <i>'minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)'</i></li> </ul>	
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<p><b>Changing Areas</b></p>	<p>Changing areas (if used) should be part of the whole school cleaning and maintenance policy and risk assessment for reducing infection.</p> <p>25. Can pupils attend school wearing PE kit to eliminate or reduce the need to use changing rooms?</p> <p>26. Changing facilities should be cleaned after every lesson – All surfaces wiped down.</p> <p>27. Cleaning equipment used must be of sufficient hygiene standard.</p> <p>28. In using changing rooms, social distancing measures still apply. Marking out areas which should/cannot be used will help to manage the area more effectively.</p> <p>29. Consider groupings, staggered use and timetabling of changing facilities.</p>	<ul style="list-style-type: none"> <li>- pupils attend school wearing PE kit to eliminate or reduce the need to use changing rooms?</li> <li>- Changing facilities should be cleaned after every lesson – All surfaces wiped down.</li> <li>- Cleaning equipment used must be of sufficient hygiene standard.</li> <li>- In using changing rooms, social distancing measures still apply. Marking out areas which should/cannot be used</li> </ul>	<p><a href="#">COVID-19:Cleaning of non-healthcare settings</a> (Updated 15<sup>th</sup> May 2020)</p>



		will help to manage the area more effectively.	
<b>Teaching Areas</b>	<p>Teaching areas for PESSPA activities should be part of a whole school Covid-19 prevent and control policy, practice and risk assessment. Use of the outdoor areas when possible is encouraged as a preference to indoor space. Social distance measures apply.</p> <ol style="list-style-type: none"> <li>1. Consider ways of supporting children to adhere to social distancing measures (e.g. playground markings and zone areas, bubble groupings)</li> <li>2. Pupils should work in their own zone which may be marked out, depending on allocated teaching space.</li> <li>3. Remove any unnecessary furniture and loose equipment, benches etc that can be stored elsewhere reducing unnecessary touch point surfaces and maximising space to socially distance.</li> </ol>	<p>. Use of the outdoor areas when possible is encouraged as a preference to indoor space. Social distance measures apply.</p> <ul style="list-style-type: none"> <li>- Consider ways of supporting children to adhere to social distancing measures (e.g. playground markings and zone areas, bubble groupings)</li> <li>- Pupils should work in their own zone which may be marked out, depending on allocated teaching space.</li> <li>- Remove any unnecessary furniture and loose equipment, benches etc that can be stored elsewhere reducing unnecessary touch point surfaces and maximising space to socially distance.</li> </ul>	<p><a href="#">COVID-19:Cleaning of non-healthcare settings-</a> (Updated 15<sup>th</sup> May 2020).</p>
<b>Social Distancing</b>	<p>All PE lessons and activity must adhere to social distancing rules as part of the whole school policy procedure and risk assessment.</p> <ol style="list-style-type: none"> <li>4. Team games involving contact are currently not possible.</li> <li>5. Each pupil may work within their own zone.</li> <li>6. Plan for and manage movement to and from activity areas to maintain social distancing.</li> </ol>	<p>Social distance markers/signs used or in place Children/adults adhere to 2m social distance rules</p>	<p><a href="#">Covid-19 Implementing Protective Measures (infection Control)</a> (Updated 12th May 2020)</p>
<b>Group Sizes</b>	<p>Adhere to the agreed whole school procedure for reducing transmission risk by reducing contact between each other as much as possible.</p> <ol style="list-style-type: none"> <li>7. <i>“children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.” (Covid-19 DfE, 27.05.20)</i> Maintain this across PESSPA activities.</li> <li>8. Consider timetable changes to support small group use of playground, outdoor and indoor space.</li> </ol>	<p>Where possible teach games where individuals can perform</p>	<p><a href="#">Covid-19 Implementing Protective Measures in Education (Group Size)</a> (Updated 12th May 2020)</p>

	<p>9. Stagger active playtimes adhering to groupings above and reducing numbers.</p> <p>10. Any group Physical Activity movement sessions in large open outdoor space may be more manageable but plan for and manage pupil movement to and from the outdoor space (corridor, door clashing).</p> <p>11. Adhere to social distance requirements.</p>		
<b>PE Clothing</b>	<p>Consider modifications/adaptations on PE clothing expectations and maintain social distance.</p> <p>12. Can pupils arrive to school in PE kit for the whole day that their lesson takes place?</p> <p>13. Can you limit or avoid the need and use of additional changing areas?</p> <p>14. Consider what 'spare clothing may still be needed in inclement weather or for reasons requiring pupils to change after a PE session.</p> <p>15. Where changing is necessary, reduce group sizes and consider available space to maintain social distancing.</p>	Children to arrive in PE kit	
<b>PE Equipment</b>	<p>PESSPA equipment must fall into the whole school policy related to usually shared items (e.g. practical equipment).</p> <p>16. Equipment that travels to or is passed from one pupil to another using their hands should not be used (ropes, balls, sticks, bats, rackets, etc.)</p> <p>17. Shared Gym mats or shared gym equipment cannot be used.</p> <p>18. Some equipment may be used on an individual basis. Plan for how it will be distributed, collected, stored and cleaned before and after each use. e.g. in small groups and capacity allowing, equipment may be cleaned and provided for an individual pupil's use (in their zone). This equipment becomes 'theirs' for their sole use, for the duration of the activity.</p> <p>19. All equipment is cleaned and sanitised after use.</p> <p>20. <b>CLEANING</b> of PESSPA Equipment must be part of a Covid-19 whole school cleaning policy, procedure and risk assessment.</p> <p>21. Do not use unnecessary equipment that is easily misused unhygienically (e.g. floor spots are often handled unhygienically with younger pupils)</p>		<p><a href="#">COVID-19:Cleaning of non-healthcare settings-</a> (Updated 15<sup>th</sup> May 2020)</p> <p><a href="#">Covid-19 Implementing Protective Measures in Education (Infection prevention and control)</a> (Updated 12<sup>th</sup> May)</p>

	<p>22. Remove any soft, fabric equipment (e.g. dance scarfs, balloons, sponge balls, fabric ball covers etc) that are difficult to clean.</p> <p>23. Eliminate unnecessary equipment by thinking of alternatives (e.g. painted floor markings).</p> <p>24. <b>HAND WASHING</b> routines MUST be frequent and built into the PE session. This opens up the possibility of using some equipment (for individuals as described above) purposefully . This can only occur when systematic; distribution, use of, collection of, cleaning of equipment and personal hygiene procedures are understood and followed.</p> <p>25. Staff should avoid using whistles, use verbal and non-verbal teaching and communication tools and cues for gaining pupils' attention.</p> <p>26. Bibs should not be shared or used</p> <p>27. No drink bottles should be shared (do not place pupil drinking bottles together)</p> <p>28. <b>Fixed Outdoor Playground Equipment</b> cannot be used unless it's use is part of a strategic rota for pupils' which includes allocation of time to wipe down the equipment after each group's use. This includes any portable equipment. This equipment/apparatus must be part of the cleaning regime in place for outdoor play equipment-portable and fixed, at the end of the school day.</p> <p>29. <b>Indoor Apparatus Equipment</b> cannot be used unless part of rota and cleaning regime above.</p> <p>Remove where possible and lock away all equipment that may be tempting to touch or habitually use.</p>		
<b>Visual Signage</b>	<p>Affirmative and encouraging poster/reminders, openly visual in all area of school/setting that clearly (and visually) indicate the NHS and Government guidance and school measures should be in place (e.g. washing hands, 2m distance, a school specific measures or instructions to support prevention).</p> <p>30. Be mindful of overload to avoid the message being lost.</p>	Signage in place throughout school	<p><a href="#">NHS Education Posters</a></p> <p><a href="#">E-Bug Resources</a></p>

<p><b>PPE Equipment</b></p>	<p>Consideration regarding PPE, as with hygiene measures and handwashing must be considered as part of a whole school approach to effective infection protection and control.</p> <p>31. Most recent Government Guidelines must be consulted regularly and government guidance consulted regarding special school and mainstream schools with vulnerable pupils, including those with high level medical and physical needs.</p>	<p>PPE Equipment available in classrooms and school office</p>	<p><a href="#">Covid-19 Implementing Protective Measures in Education (PPE Equipment)</a> (Updated 12<sup>th</sup> May)</p> <p>DfE <a href="#">Guidance for Conducting a SEND risk assessment during the coronavirus outbreak-</a> (Updated the 26<sup>th</sup> May 2020)</p> <p><a href="#">Safe working and guidance in education childcare and social care</a> (Published 14<sup>th</sup> May)</p>
<p><b>Use of Non Essential Adults other than Teachers</b></p>	<p>Non-essential visitors into schools and settings should be avoided.</p> <p>32. Any necessary visitors must adhere to ALL school policy and practice related to Covid-19 control, prevention and safety.</p> <p>33. It is not advised but any decision on allowing your known sport coach onto the school premises is the responsibility of the headteacher and can only occur when Covid-19 measures are in place and risk assessment and safety adherence and assurance for all concerned is agreed.</p> <p>34. Sport Coaches (at this time) should not be travelling from school to school, risking transmission of infection from school to school/setting, and to households.</p> <p>35. Your coaching providers will offer alternative ways to advice and support PESSPA.</p>	<p>SSP Coaches will be utilised for outdoor learning-weather permitting as adhere to PESSPA Risk Assessment</p>	<p><a href="#">Chid Protection in Sport</a> (Updated 14<sup>th</sup> May 2020)</p> <p><a href="#">Safeguarding and Remote Learning (Covid 19)</a> (Updated 21<sup>st</sup> May 2020)</p> <p><a href="#">Covid-19 Sport and Outdoor Recreational Guidance for Public</a> (Updated 25<sup>th</sup> May)</p> <p><a href="#">Covid-19 Sport and Recreational Guidance for Providers</a> (Updated 25<sup>th</sup> May 2020)</p>

**FOR ALL OF THE SUGGESTIONS ABOVE CONSIDER;**

36. The age and ability of the children to adhere to the rules and adopt new routines and measures.
37. Think about the learning curve of all involved. Build- new routines into common practice with careful considerations of how clear your instructions are, how easy they are to adhere to and how you have supported this with careful management of, groupings, space, (individua), equipment etc.

**IMPORTANT**

You are reminded that the information contained herein is an interpretation of the government guidance at the time of publishing and links are current and relevant only at the time of publishing. Schools should consult most recent guidance and any subsequent governmental updates. This document is for guidance use only and should not replace individual school robust risk assessment policy and safe practice.

Each school and setting is unique in location, size, pupil numbers, facilities and staffing structures. The ultimate decisions about staff and pupil safety lies with the headteacher in consultation with School Governors and Senior Leaders. All measures adopted to support the safe delivery of PESSPA should be part of the wider WHOLE SCHOOL & SETTING measures and processes in place to minimise risk, maximise safety, control and reduce infection.

Staff and School Leaders within Schools and Settings are advised to stay up to date and follow Government and Employer Guidelines including County Guidance note for Governing Bodies and Head Teachers on risk and liability for schools during Covid19 and the re-opening of schools (26<sup>th</sup> May 2020) and Covid-19 RA document (26<sup>th</sup> May 2020).