

Safe Practice in Physical Education and School Sport

**Wrexham LEA
1 December 2010**

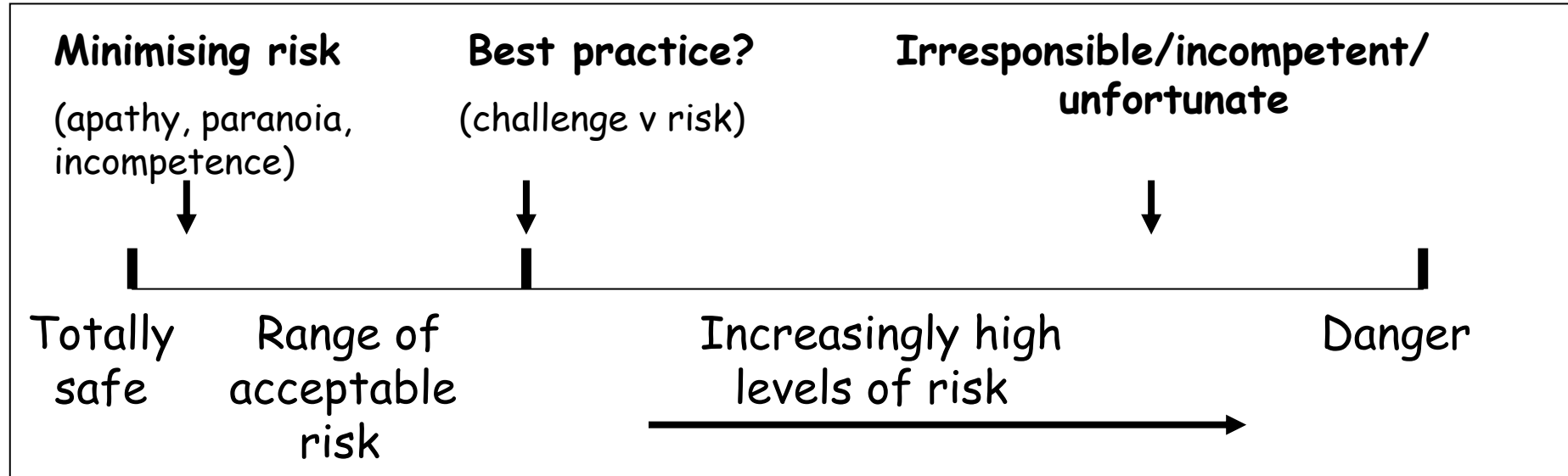
Peter Whitlam

**A positive attitude
towards
safe practice**

Some essential considerations about the safety of any task.

- Previous experience - have been taught the techniques
- Poor/ faulty technique corrected - i.e. skill level in relation to demand of activity
- Recent experience
- Matching comparable size, experience, confidence
- History of injury occurring
- Clear safety framework - rules - applied!
- Supervision at appropriate level - remote by degrees
- Behaviour
- Equipment and facility suitable and checked - appropriate, good condition
- Regular and approved practice - improvise with caution
- Expertise of adult with group

The risk continuum



Principles:

- i. Risk-benefit assessment - weighing protection from harm against the provision of stimulating experiences.
- ii. Events to be as safe as necessary **not** as safe as possible (RoSPA)
- ii. Exposure to well-managed challenge (opportunity) and risk (safety):
 - a. educates about risk
 - b. opens up exciting learning opportunities
 - c. develops high quality PESS experiences

The key principles.

- "Risk management is about enabling good things to happen, not just preventing the bad".
- Dr Lynne Drennan, CEO ALARM (Zurich Municipal News & Views, Autumn 2008).
- "Events need to be as **safe as necessary** not as safe as possible" (RoSPA).
- Macleod R - ("Change in Attitude to Injury Liability": Recreation. Summer 2008)
- "Risk management should be routine, embedded and well documented".
- Tom Shewry, Head of Education, Zurich Municipal, (News and Views, Autumn 2008)
- "People will not be held liable for any consequences due to well-intentioned voluntary acts on their part"
- Lord Young, Common Sense Common Safety (report to PM, October 2010)

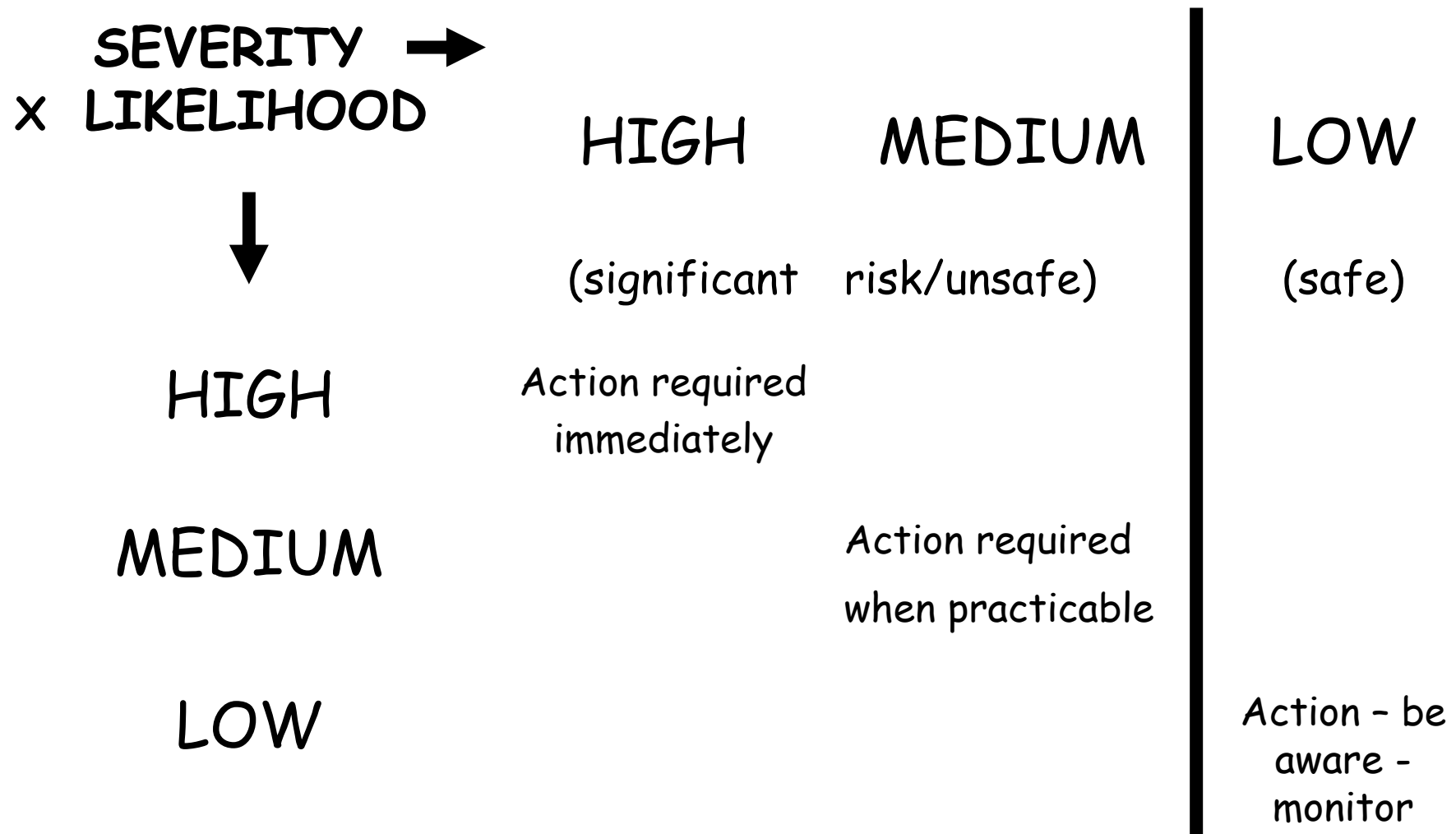
And the answer is.....

1. Keep calm - reassure the casualties
2. Assess the situation - make any danger safe/do not move any casualty unless in immediate danger
3. Ensure rest of group is safe - stop all activity
4. Send for help - mobile/walkie-talkie/ pupils to "office"
5. Where more than 1 casualty monitor/treat/manage in following order:
 1. i. Unconscious
 2. ii. Severe bleeding
 3. iii. Broken bones
 4. iv. Other injuries
6. Regularly check consciousness - inform paramedic if consciousness lost (also inform of any relevant medical issues)
7. Do not try to do too much
8. Get others to help
9. Ask pupils what happened if full incident not seen
10. Record details as soon as possible after incident

What is risk management?

- good practice/safe practice
- reasonable forethought to a suitable and sufficient level
- 3 purposes:
 - ❑ ensure potential safety problems are understood
 - ❑ check whether existing precautions are adequate
 - ❑ implement any FURTHER precautions necessary
- 3 levels of risk assessment:
 - ❑ generic - provided, written
 - ❑ facility/activity/event specific - to do, written
 - ❑ on-going - dynamic - expertise, unwritten
- legal requirement - HaSaW Act 1974; MHS Regs 1999 and common law

Controlling risk: "traffic lights"



Safety management

Principle:

- Termly analysis of incident report forms informs about safe practice policy and procedures - pattern and number.

Why?

- "As safety management in the UK has matured we have got to the stage where it would be hard for an organisation to explain why it wasn't analysing the details of any work-place accident to see what it could learn for the future".

(Ivor Long: "Body of Evidence" Health and Safety at Work IISRM July 2010).

- HSE encourages the discussion and recording of near misses in order to learn from mistakes and prevent recurrence.

The law

(health and safety related)

.....**"Must"**.....

Law of the land

(statute/ Regulation/ statutory guidance)

Employer

(Local Authority/Governors/Trustees
policy and procedures)

National Governing Body of Sport

(but only when activities occur within their jurisdiction)

.... "should"

- Regular and approved practice (LA/NGB schemes and guidelines)
- Other expert advice
- Common sense

Statutory requirements (HaSaWA and Management Regs)

> The employer must:

- be ultimately responsible for health and safety though tasks may be delegated. HaSaWA 1974
- have a health and safety policy HaSaWA 1974
- initiate procedures to ensure satisfactory implementation of the policy HaSaWA 1974
- assess the risks of all activities, manage the risks, inform employees of measures to make situations safe, provide training and supervision where appropriate and monitor implementation of the procedures MHSRegs 1999

The legal responsibilities of school staff

(HaSaWA and Management Regs)

ALL ADULTS WORKING WITH PUPILS NEED TO BE AWARE OF THEIR LEGAL RESPONSIBILITIES:

- Know and apply employer's policy for H&S
(SP 2008 ch 2 pp 18-19)
(local requirements take precedence over national guidance)
- Pass on guilty knowledge
- Do what is within their power to prevent further injury
- Not to interfere or misuse items for H&S
- Participate in inspections (risk assessments) **AS A TEAM**
- **And the common law duty of care..... show reasonable forethought (common sense)** (SP 2008 ch 2 pp 13-17)

Controlling risk

- 3 ways to reduce any risk - i.e. to control risk:
 - **Supervision**
 - **Protection**
 - **Training (education)**

Good practice

Safe Practice: A Summary

- "Routine, embedded, well documented" :
 - Good teaching ("routine")
 - Consistent safety awareness and applied standards across the team ("embedded")
 - Good organisation (leadership and management) ("embedded")
 - Effective pupil safety education (what pupils should know) ("embedded")
 - A risk assessment for PESS and safety standards/ procedures that are: ("well documented")
 - Written
 - Reasonably comprehensive
 - Specific to school
 - Regularly reviewed (typically annually)
- AT A LEVEL OF COMMON SENSE AS TRAINED PROFESSIONALS

Reducing risk in PESS: Quality of teaching

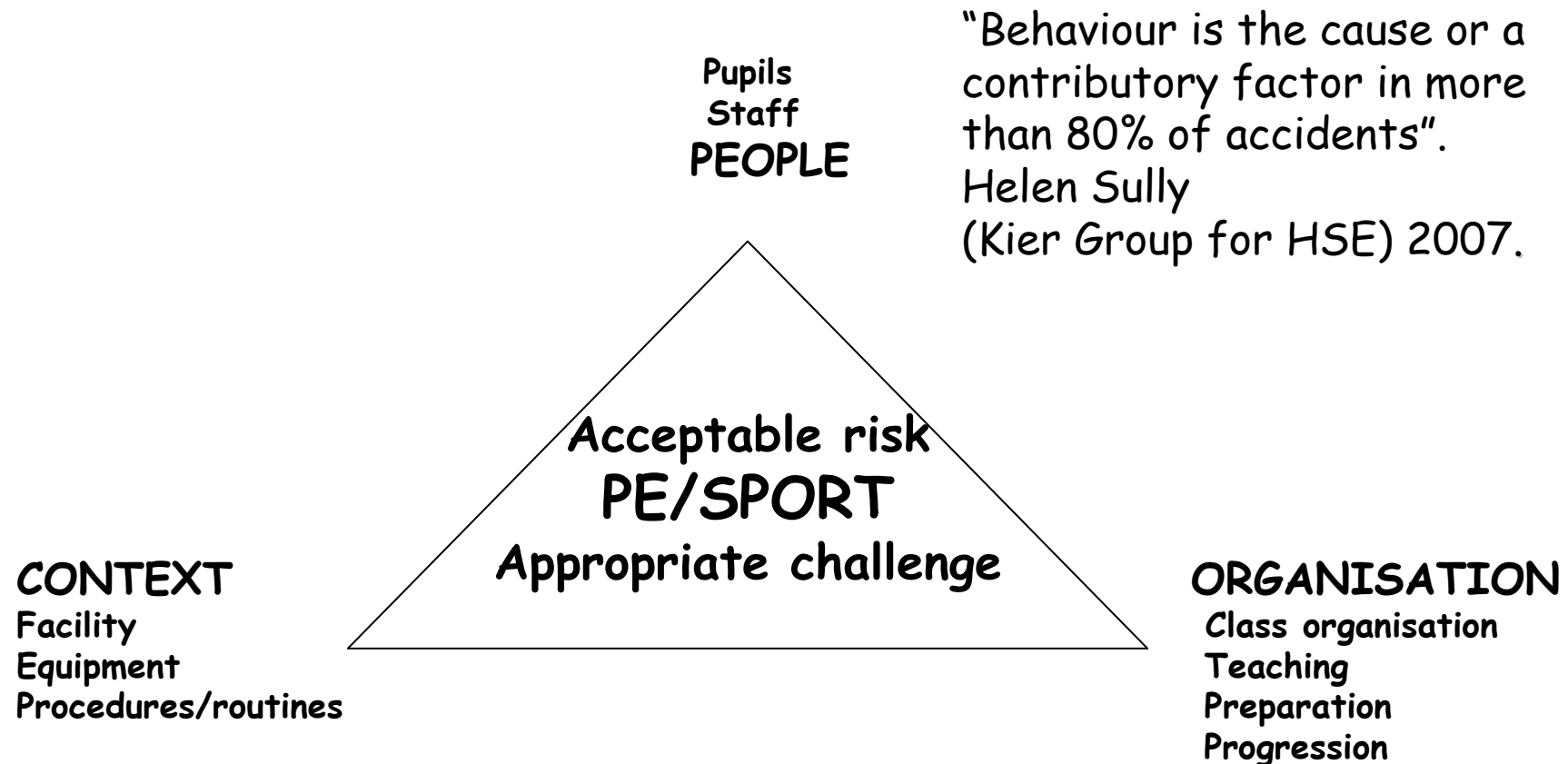
A safe “teacher” of physical education considers:

1. whether s/he has the personal expertise, competence and/or qualifications in the activity/ies and at the level being taught;
2. session format to include warm up, technical development and cool down;
3. checking work space, equipment and personal effects before and during use;
4. teaching position, regular scanning and group management issues to maximise observation of class;
2. knowing and applying school procedures and using regular and approved practice (QCA/ LA/ NGB schemes);
3. progression according to ability;
4. knowledge of the pupils, including medical information, to match comparable size, experience, ability and confidence where weight bearing, physical contact or “accelerating projectiles” are applied;
8. strict officiating in games - applying the rules consistently;
9. involving pupils in their own safety - checking understanding and providing clear instructions;
10. thinking logically through a lesson - what could cause harm? - have I covered the likelihood?

Good organisation

- ✓ Do you have written risk assessments for PE/ sports events/ visits?
- ✓ Are risk assessments evaluated after an event and updated periodically?
- ✓ Do off-site risk assessments consider critical incident plans?
- ✓ Do PE programmes/ fixture lists/ visit objectives match ability and confidence of team/ group?
- ✓ Do you have a H&S policy for PESS/ off-site sports visits?
- ✓ Are required procedures and standards known, understood and applied consistently by all adults who teach PESS/ manage teams/ lead groups?
- ✓ Are your policies and procedures reviewed regularly (annually)?
- ✓ Is H&S a standing item on department/school meeting agendas?
- ✓ Are medical, attendance, participation and assessment records maintained with relevant information passed to adult teaching group?
- ✓ Are incident report forms completed regularly and analysed periodically to monitor number and pattern of causes of injury?
- ✓ Do all staff understand the limits and requirements of their roles and responsibilities in H&S?
- ✓ Are all adults teaching PESS/ managing teams/ leading visits competent and confident in the areas they teach/ coach/ officiate/ lead?
- ✓ Are all non-QTS staff managed effectively?
- ✓ Is there induction, continuing development and monitoring of all staff?
- ✓ Is good teaching, coaching and leadership developed and monitored?

Risk Management: A model



Written risk assessment: How do we do it?

- team activity
- in situ - in the facilities
- think of the people/context/organisation triangle
- based on existing documentation, procedures and practice
- look for FURTHER precautions necessary
- reasonable anticipation/observation as subject teachers/specialists
- NOT about writing everything down again.

Written risk assessments: The portfolio

- register
- Out of hours club registers
- Annual inspection reports - (PUWER 1998)
- CPD and other professional records
- Accident management and reporting systems - and analysis
- Minutes of meetings
- Health and safety audits
- School procedures - fire safety/first aid/ evacuation/ critical incidents etc. Scheme of work
- Lesson plans
- Attendance registers
- Assessment records
- Handbook - roles, responsibilities, policies, procedures, routines
- Medical records
- Emergency action procedures
- SEN
- AND risk assessment records

Summary

- "Routine, embedded and well-documented"
- Look at H&S from position of "opportunity" not "danger"
- Keep it simple - good teaching; good organisation
- Recognise, respect, support and develop those lacking confidence and competence
- Work at a level of common sense - as trained professionals
- Importance of forethought, anticipation, forward planning for what may happen and plan accordingly
- Apply the triangle model
- Think about the "what if"s as well as the event
- Written risk assessments as soon as possible
- Policy and procedures to be developed over time
- We are good at what we do!