SAFE PE PRACTICE @ ST JAMES'

Safe, active and inclusive PE - everyday routines for staff

SkillStart PRIMARY — Skills for Life. Active for Life.

SJ

ST JAMES' LOWER DARWEN C OF E PRIMARY SCHOOL

On-site PE uses the school hall and enclosed yard/playground only.

There is no playing field and there is no vehicle access onto the yard/playground.

WHY THIS GUIDE MATTERS

Safe PE enables children to move, practise, compete and challenge themselves with confidence. These routines help staff reduce avoidable risk while protecting the active, inclusive nature of PE. Use this guide alongside the St James' PE Risk Assessment Pack, pupil care plans and the teacher's ongoing dynamic checks before and during each lesson.

1

READY

Check kit, hair, jewellery, medical needs and readiness to participate.

2

CHECK

Check the hall or yard, boundaries and equipment before pupils begin.

3

TEACH

Teach safe spacing, clear stop signals, correct technique and progressive challenge.

4

RESPOND

Adapt or stop when weather, pupil needs, equipment or conditions change.

THE 3 GOLDEN PE RULES

1

LOOK

Look where you are moving.

2

LISTEN

Listen for the stop signal.

3

RESPECT

Respect everyone's personal space.

A SIMPLE SAFE-PE ROUTINE

BEFORE

Ready + space + equipment

START

Explain + model + rehearse

DURING

Observe + adapt + progress

IF RISK CHANGES

Stop + make safe + respond

A **BE ACTIVE** — Move more. Live well.

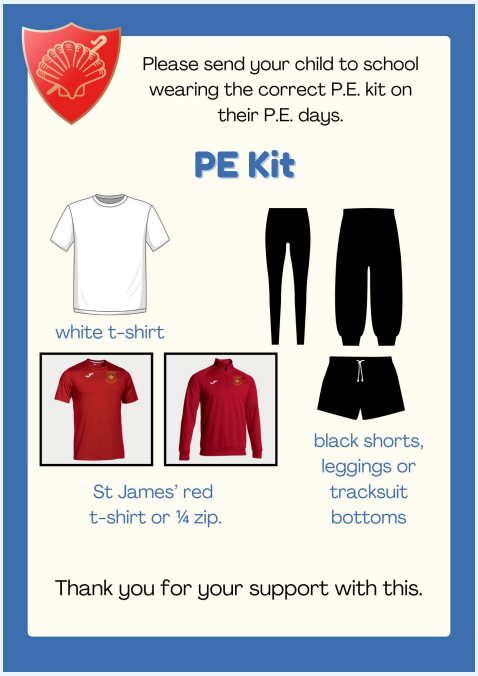
S **BUILD SKILLS** — Practise. Improve. Achieve.

C **GROW CONFIDENCE** — Believe. Try. Progress.

T **ENJOY TOGETHER** — Teamwork. Fun. Belong.

PE KIT, READINESS & SAFE SPACES

What staff check before pupils become active



PE KIT & PERSONAL READINESS

- White T-shirt OR St James red PE T-shirt / quarter-zip
- Black shorts, leggings or tracksuit bottoms
- Clothing allows free, safe movement
- Yard PE requires secure footwear suitable for the hard surface

BEFORE PARTICIPATION

- Long hair secured so vision is clear and hair cannot catch on equipment.
- Jewellery and watches removed unless a documented individual adjustment applies.
- Fastenings and footwear secure; no loose items likely to catch or trip.
- Required prescribed medication is accessible in line with the pupil health plan.
- Pain, injury, illness or any concern is reported before taking part.

FOOTWEAR / BAREFOOT WORK

Bare feet are never used on the yard. In the hall, footwear or barefoot work is directed by the teacher according to the activity and floor condition. The floor must be clean, dry and free from hazards before any barefoot activity.

SCHOOL HALL

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Before every session

- Floor clean, dry and free from bags, chairs, cables and other obstacles.
- Doors, fire exits and emergency routes remain clear.
- Safe working space created away from walls, radiators, doors and fixed fittings.
- Mats/apparatus flat, stable and correctly positioned before use.
- Equipment appropriate for pupils age, size and experience.
- Pupils move/carry equipment only after teacher instruction.
- Stop signal and noise level allow instructions to be heard immediately.

ENCLOSED YARD / PLAYGROUND

Y

NO FIELD - NO VEHICLE ACCESS

- Surface checked for grit, litter, glass, leaves, ice, standing water and damaged tarmac.
- Boundaries, gates, posts and fixed features considered when setting activity zones.
- High-speed activities have clear run-off and sit away from rigid boundaries.
- Separate groups/games have enough space to prevent cross-traffic and stray-ball collisions.
- Weather checked; adapt, move indoors or stop if surface/conditions are unsafe.
- Pupils do not retrieve equipment outside the agreed boundary without staff direction.

SAFE PARTICIPATION, EQUIPMENT & INCLUSION

Safe routines keep challenge high and participation meaningful

TEACH SAFE MOVEMENT ROUTINES

1	2	3	4
EXPLAIN	**MODEL**	**PRACTISE**	**APPLY**
Task + space + safety rule	Safe technique + equipment use	Control before speed or pressure	Increase challenge when ready

EQUIPMENT

- Teacher completes a visual check before equipment is used.
- Damaged, unstable or unsuitable equipment is removed from use and reported.
- Pupils are taught how to carry, place and return equipment before doing so.
- Large/heavy apparatus is moved only with the number of pupils/staff directed by the teacher.
- No pupil climbs on stored, folded or unsecured apparatus.
- Balls, bats, rackets and throwing equipment stay inside the designated activity area.
- Retrieval routines keep pupils out of another group or throwing/striking zone.

PEOPLE, SPACE & CHALLENGE

- Class size, activity space and equipment numbers match the task.
- Pupils keep appropriate personal space and look before changing direction.
- Contact is controlled and only used where it has been specifically taught.
- Non-participants are safely positioned and given a meaningful role.
- Staff position themselves to observe the whole activity and intervene early.
- Challenge progresses from control to speed, opposition, tactics or competition.

! **WHEN THE STOP SIGNAL SOUNDS**

Pupils stop moving, make equipment safe, look at the teacher and listen. Rehearse this routine early in the year and whenever a new space, activity or piece of equipment is introduced.

MEDICAL NEEDS

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- Know relevant medical plans and agreed adjustments.
- Required prescribed medication is accessible.
- Stop and respond promptly to concerning symptoms.

SEND & ADAPTATION

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- Use Space, Task, Equipment and People adaptations.
- Use visuals, repetition, extra processing time or strategic grouping where needed.
- Keep the learning intention and high expectations clear.

WEATHER & HYDRATION

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- Check yard surface and weather before and during PE.
- Provide water, rest, shade or additional layers as needed.
- Move indoors or stop when conditions are unsafe.

FIRST AID & INCIDENTS

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- Know how to summon first-aid support and keep emergency access clear.
- Stop if injury, near miss or a new hazard changes the risk.
- Follow school reporting procedures and review controls.

A	S	C	T
BE ACTIVE	**BUILD SKILLS**	**GROW CONFIDENCE**	**ENJOY TOGETHER**
Move more. Live well.	Practise. Improve. Achieve.	Believe. Try. Progress.	Teamwork. Fun. Belong.

SAFE PE - STAFF QUICK CHECK

A practical before - during - after reference

BEFORE - DURING - AFTER

BEFORE

- Kit, hair, jewellery and medical needs checked
- Hall/yard surface and boundaries checked
- Equipment inspected and positioned safely
- Activity matched to space, age and pupil needs
- Stop signal and key safety rule clear

DURING

- Observe the whole group and intervene early
- Keep spacing and activity zones safe
- Progress challenge only when control is secure
- Adapt for weather, fatigue, SEND or changing risk
- Stop immediately if conditions become unsafe

AFTER

- Equipment returned safely and defects reported
- Pupils leave the space in a controlled way
- Injuries / near misses recorded as required
- New hazards or concerns passed on promptly
- Reflect on any control that needs changing next time

STOP / CHANGE THE LESSON IF...

- The surface, space or apparatus is unsafe.
- Weather makes the yard unsafe.
- Equipment becomes damaged, unstable or unsuitable.
- A pupil is unwell, injured or cannot participate safely.
- The group cannot hear or respond to the stop signal.
- A new hazard or change in pupil need makes the planned activity unsafe.

SWIMMING AT SPLASH

Swimming is off-site and follows the separate Splash swimming risk assessment, facility operating procedures and emergency arrangements. It is not covered by the hall/yard controls in this guide.

DOCUMENT STATUS

School-specific safe practice guide for St James' Lower Darwen C of E Primary School, 2026-27. It complements the school's PE Risk Assessment Pack. Staff remain responsible for dynamic checks and for following current school policies, pupil care plans and emergency procedures.

Reference points: current HSE schools/education guidance and current afPE Safe Practice in PESSPA.