

HEALTHY SCHOOLS
PHYSICAL ACTIVITY POLICY



HAYDON SCHOOL

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**HEALTHY SCHOOLS
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2016

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Aim of Policy

We have a responsibility to encourage our whole school community to establish and maintain lifelong habits of being physically active. Our aim is to increase the activity levels of the whole school through a supportive, inclusive environment and to raise awareness of the positive benefits of leading a healthy, active lifestyle.

Objectives

1. School Ethos:

- 1.1 Every student shall be physically educated – that is, they shall develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle. In addition, all staff are encouraged to participate and assist in the running of extra-curricular activities and residential trips.

2. Physical Education Lessons:

- 2.1 There are sequential schemes of work for physical education that involve moderate to vigorous physical activity on a regular basis. The schemes of work impart knowledge, motor skills, self-management skills, and positive attitudes. In lessons all students are encouraged to develop not only their practical performances, but to also work in the roles of coach, referee, choreographer and organiser (years 7-11).
- 2.2 Furthermore, in year 11 this culminates in the delivery of our “Sports Education” programme; which covers all of the above mentioned areas; it also has cross-curricular links to Maths, English and PSHE as students have to write publicity reports of the games taking place, as well refereeing and keeping score of all the games/matches being played; also included are the roles of manager, and captain which allows us to cater for and stretch our more gifted students. This programme is specifically targeted towards engaging and keeping interested our key stage 4 female students whom historically, tend to disengage with physical activity at this age. As the programme gives ownership of the lessons to the students to be responsible, participate in the planning and leading of the lessons, thus ideally little intervention from staff, to date we have had great success improving the physical activity participation rates of females in this age group.
- 2.3 The Physical Education Faculty looks to promote activities and sports that all children can experience, enjoy and can pursue throughout the rest of their lives. Lessons are taught by excellently prepared and trained Specialist PE staff, with the assistance of non-specialist PE staff for some lessons. Non-specialist PE staff are always well supported and assisted by trained PE staff. Every student in each year (7-11), shall participate in regular physical education for the entire school year, including children with disabilities and those in alternative education programs. Haydon has protected core PE time and currently Year 7 have 4 hours over two weeks, whilst all other year group receive 3 hours over a two week time-table cycle.
- 2.4 In addition to this, students who take GCSE and BTEC PE (KS4) have additional practical lessons (an extra 60 or 120 minutes depending upon the time of year and the subject content being delivered). Although sixth form students do not have PE/Games timetabled as part of

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their curriculum (due to time constraints on their timetables), we offer an extensive extra-curricular sports programme for the sixth form; as well as running school teams.

- 2.5 The schemes of work make effective use of the schools and community resources and serves the needs and interests of all children and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels. The subject content delivered by the Faculty cover all of the following sports/activities; Football, Rugby, Hockey, Netball, Dance, Gymnastics, Badminton, Basketball, Fitness (Safe and Effective Exercise), Outdoor and Adventurous Activities, Trampolining, Orienteering, Athletics, Rounder's, Tennis, Cricket, and Cross-Country. (Please see attached curriculum plans for years 7-11)
- 2.6 With the facilities that we have on site (2 gymnasiums, 1 large indoor sports hall, 3 hard court areas – 1 being floodlit, and fields which boast 2 football pitches, 2 rugby pitches and an athletics track), and with access to local facilities such as Eastcote Hockey Clubs Astro-turf, Ruislip Woods, Highgrove Gym and local golf courses the content that we are able to deliver during curriculum time, and the additional activities that we can offer during extra-curricular time – swimming, running club, dance mats, golf and cheerleading (as well as clubs for all sports that we deliver during curriculum time) Haydon school prides itself on the fact that it offers such a comprehensive range of activities both during school and extra-curricular time.
- 2.7 We use our Sixth form Community service provision to help in the delivery of key stage 3 lessons. Students have the opportunity to choose to assist the PE faculty for 1 lesson a week . We also have the help and support of year 13 students who give up their own time voluntarily to come down and assist with the delivery of the key stage 3 Curriculum. All of these year13 students have undertaken the Community Sports Leader Award (CSLA).

3. Active Lessons:

- 3.1 All staff plan active lessons with a high focus on activity time of the students. The school policy is that all students participate in lessons even if they are injured. This can (and is) done by getting students to take on the roles of leader/coach, referee/umpire, choreographer and organiser. (Also, refer back to section 2 'Sport Education Programme'). Through the mediums of referee, coach and choreographer students naturally work on their literacy, numeracy and personal development skills such as teamwork, planning, communication etc...

4. Extra Curricular Physical Activity:

- 4.1 Our school offers a comprehensive and diverse extra-curricular programme that features a wide and varied range of activities. Please refer to the attached extra-curricular programme.

The Department take a prominent role in the Borough School Sports Association, by hosting and organising numerous inter-school competitions.

Haydon have consistently had amongst the highest participation in all inter-school events across a broad spectrum of sports.

Alongside Borough competitions the school now regularly enters Middlesex and national Football, Netball, Swimming, Cross-Country, Tennis and Athletics competitions to enable a broad range of students to participate.

- Children have the opportunity to be involved in the planning, organisation, and administration of the programme through the annual gym and dance extravaganza. These include the theme of the show, costume design, music choice and the choreography of their individual/group routines as well as the opening and finale sequence.

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- 4.2 Activities include:
Football, Rugby, Hockey, Netball, Dance, Gymnastics, Badminton, Basketball, Fitness (Safe and Effective Exercise), Outdoor and Adventurous Activities, Trampolining, Orienteering, Athletics, Rounders, Tennis, Cricket, Cross-Country, Swimming, Running club, Dance mats, and Cheerleading. (Please see attached – extra-curricular timetable)
- 4.3 All activities are supervised by qualified staff, coaches or instructors who may or may not be qualified teachers. All external providers will be properly inducted into the school through the Schools Visitors Policy. A member of staff from the school is always available nearby for the duration of the club in case support is required eg serious accident.
- 4.4 The PE Department has been successful in a significant Sport England ‘small grant’ which enabled the purchase of 12 rowing ergometers. This enabled a collaboration with a local rowing club to create a satellite club agreement between the school and the club. The impact of this has been students now experience indoor rowing during their curriculum time, and have the opportunity to extend this provision during the schools extra-curricular programme. We have trained staff to introduce ‘on the water’ rowing sessions as a pathway to joining Hillingdon Rowing Club outside of school. Further collaboration have included a satellite Trampolining club with Queensmead trampolining club, London United Basketball and Ruislip Rugby Club.

5. Travelling To and From School:

- 5.1 Through wide consultation of student, staff, governors, parents and residents, the school has implemented a travel plan that will develop safer routes to school and encourage active methods of travelling. The school participates in and promotes the annual ‘Bike to School Week’ as well as the annual ‘Work to School Week’.
- 5.2 There are extensive bike sheds on the school site to help encourage and increase the amount of students who cycle to school on a daily basis. Cycling proficiency courses and cycling awareness are regularly held for students.

6. Before School, Break and Lunch Time Activity:

- 6.1 Our Breakfast club ensures that children have the opportunity to purchase a healthy breakfast prior to the start of the school day (please see attached menu). This facility is also supplemented at break time (please see attached menu).
- 6.2 The school has 3 hard court areas, and substantial grassed areas which before school, during break time and lunch time, students are able to use to play on. These opportunities for additional physical activity, help children stay alert, and attentive in class as well as providing other educational and social benefits.
- 6.3 Break times complement, but do not substitute for, physical education classes. Staff will make every effort not to deny a student’s participation in break time or other physical activity as a form of discipline or punishment. There maybe exceptional circumstances where this is not possible.
- 6.4 Substantial investment from the school and PTA have resulted in the purchase of 8 outdoor table-tennis tables 6 outdoor basketball rings and 6 outdoor football goals. The impact of this is a dramatic increase in the number of students taking part in physical activity during all social times in the school day.

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7. Facilities:

- 7.1 The use of physical education facilities for non-instructional purposes, such as using the 2 gymnasium's for school assemblies and exam periods will be minimised. The sports hall has to be used during the exam period (2 weeks in December, 3 weeks in January and 6 weeks in May/June). However the PE Faculty have designed the curriculum around this ensuring that students do not lose the opportunity to participate and experience in certain activities. For example, more outdoor and invasion games are timetabled and take place during December and January; whilst in May and June we offer our summer sports (Athletics, Cricket, Rounder's and Tennis) which take place outside.
- 7.2 Access to sports halls, playgrounds and fields after school hours (and after our extra-curricular clubs have taken place) will be permitted wherever it is appropriate to do so.
- 7.3 The School with support of parents, staff and governors has been very successful in taking part in the Sainsbury's Active Kids providing a range of sports equipment for the school such as;
- Indoor athletics equipment,
 - Rocketball equipment,
 - Football Kits,
 - Gym Mats,
 - Netball bibs,
 - Various balls (netballs, footballs, rugby balls, volleyballs, tennis balls),
 - Heart rate monitors,
 - Stopwatches,
 - Agility ladders,
 - Fitness equipment,
 - Basketball scoreboard, and
 - Cones

8. Staff Opportunities:

- 8.1 There are planned, established, and implemented activities to promote physical activity among staff and provide opportunities for staff to engage in regular physical activity. We have a number of non-specialist PE staff who run extra-curricular clubs (Football, Running, and Hockey). We also have the opportunity for staff to participate in after school sport (activities have varied from football through to Yoga) and during the summer term we have also run, a tennis league (doubles) for both teaching staff and support staff.
- 8.2 We offer all staff the opportunity to assist the PE Faculty with the running of the annual Year 8 and camping trip to the New Forest (catering for over 220 students) and the annual Year 9 water sports trip (catering for over 120 students) to the south of France. Non-specialist PE staff play a pivotal role in the planning and running of both these trips.
- 8.3 The school also run an annual ski trip, which is planned and led by non-specialist PE staff. Again this trip is open for all staff to volunteer to go on this trip. The Duke of Edinburgh Awards Scheme as well as the World Challenge programmes is also led by Non-specialist PE Staff – and once again all staff has the opportunity to participate in the running of these two programmes. Staff, are made aware of the sporting opportunities provided by the local council, and the discount for membership that applies to them at the local leisure centre (Highgrove).

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- 8.4 Staff are given full access to the schools fitness facilities and many use the refurbished St Mary's sports-hall and new rowing machines.
There are regular inter-school staff football and netball matches.

9. Involvement of Parents/Carers/Students:

- 9.1 This school actively involves parents in physical activity to gain their support and encouragement, which is essential if student are to participate in physical activity outside of school. For example:
- Parents are actively encouraged to come and watch/support their child at fixtures,
 - We encourage parents to come along and watch the annual gym and dance extravaganza,
 - Parents are invited to the Schools Annual Sports Day.
- 9.2 Through the use of the student voice, (formally known as the school council) students have had input into changing and making the PE kit, more user friendly for the female students – allowing them to wear tracksuit bottoms in key stage 4 PE lessons and altering the design of the tracksuit bottoms to make them more comfortable and more aesthetically pleasing.
- 9.3 With the help of the Hillingdon ambassador, we have implanted new extra-curricular activities to encourage and increase participation amongst students – such as cheerleading, dance mats and free running. All of which are non-traditional, non-competitive activities.

10. Celebrating Physical Achievements:

- 10.1 Assemblies are held weekly, during which time we celebrate physical and sporting achievements as well as academic success. We believe these assemblies are very important as they raise the children/young people's confidence and self-esteem, which in turn may encourage them to continue being active. We also inform staff during at our daily briefing of any sporting success that has taken place. From time to time the local newspapers are also informed of students sporting success which is then written up into the local newspapers. The final medium of celebrating sporting success is to upload it onto the schools website, thereby allowing a far greater number of people to access the information.
- 10.2 The Faculty also run inter and intra-house competitions, in which all students within the form, are encouraged to take part in and support their form and house. Once a year, after Sports day, the Faculty nominate a junior (years 7 and 8) and a senior (years 9 and 10) sports personality of the year (male and female), as well as 2 runners up per category. To be nominated for these awards students have to show a commitment towards PE which goes above and beyond what is expected; this could be attending various extra-curricular clubs, sporting success in 1 or various sporting activities.
- 10.3 Other ways in which we can and do, celebrate students success is via, the Headteacher's commendations which are given to students from across key stages 3, 4 and 5. Finally there are nominations for the Jack Petchey Award (monthly) and the annual prize giving ceremony in December where we recognise not just academic achievement, but students who have gone above and beyond what is expected of them during their school day.
- 10.4 The establishment of the a PE Department twitter feed and PE PAGES has substantially increased the exposure of the Department and the opportunities available to all stake holders in the school, and undoubtedly contributed to the notable increase in participation in extra-curricular sport.

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11. Equal Opportunities:

- 11.1 Physical activity needs to serve the needs and interests of all children and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels thereby encouraging participation. At Haydon we operate a fully inclusive curriculum for all students regardless of their ability/disability. To highlight this fact, we have had, over the last few years students (and are continuing to have) students who are statemented because of their disability select GCSE PE as one of their options. To date we have had great success with these students 100% A*-C, with some of them continuing to select PE as an option post 16, be it either via A'Level or the BTEC route. This obviously highlights the success of the Faculty in being able to fully include this cohort of students within our Key stage 3 curriculum – adapting lessons to cater and suit for the individuals where necessary.
- 11.2 Moreover, in year 7, all students regardless of gender are taught the same curriculum, delivered through the same choice of activities for both male and females. From year 8 onwards although for the majority of the time students are taught in single sex classes they are still given and taught the same range of activities as each other. If in Key Stage 4 or 5, students select GCSE, BTEC or A'Level PE, then students are once again taught as a mixed gender group, and on occasion depending on the activities being offered practically reverting back to single sex classes.
- 11.3 To reinforce the fact that PE provide a curriculum of equal opportunities – all PE staff (regardless of their gender) teach mixed and single gender groups – as well as all the activities that we offer. Thereby reinforcing the fact that not only do we deliver a curriculum that provides for equal opportunities we, as a faculty lad by example in delivering an equal opportunities based curriculum.

12. CPD Opportunities:

- 12.1 Training needs are identified and agreed within Performance Development Reviews and the HANDSAM Health and Safety monitoring tool. Training Opportunities with relevance for the whole school are circulated to the rest of the school staff during inset days/staff meetings, and opportunities or information that are specific to the Faculty are fed back to the relevant staff at the next faculty meeting.

13. Monitoring and Evaluation:

- 13.1 The Head of Faculty, oversees the Department and will undertake a review of this policy with the line manager for Physical Education.
- 13.2 The current TLR structure allows there to be an area of responsibility given to a member of staff (Mr Wake) who is in charge of monitoring and promoting whole school extracurricular involvement.

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14. Policy Development and Review

This policy document was written by _____ in consultation with the entire school community, including student, parents, school staff and Governors.

This policy will be reviewed every year

Review Date: October 2017

Policy Links

Physical Education

School Travel Plan

We hope that you have found this document useful. If you have any comments or suggestions for improvement please can you put them in writing and send them to us as soon as possible so that we can include your thoughts into our review process.

Thank you for your continued support

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