



Title : **Policy, Procedures and Guidelines for Physical Education and Sporting Activities in ESF Schools**

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Originator : **Health and Safety in Physical Education Working Group [Chris Durbin/Jonathan Straker]**

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REVISION STATUS TABLE

Revision No	Effective Date	Summary of Revision	Reviewed		Approved	
			By	Date	By	Date
1						
2						

POLICY DOCUMENT ANNUAL REVIEW

This policy document is subject to an annual review by ESF that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. ESF reserves the right to amend this policy by notice following such review in circumstances in which it considers such change to be necessary or appropriate.

**Table of Contents**

	Heading	Page No
Section A	Policy Framework	3
1.	Purpose and Background	4
2.	Scope	4
3.	Definitions of Risk in Physical Education	4
4.	What Kinds of sporting activity should not be considered	7
5.	Role Definitions and Responsibilities	8
6.	Procedures and forms	9
7.	Insurance	11
8.	Compliance	11
Section B	General Guidelines for Sporting Activities	12
9.	Supervision of PE Classes	12
10.	Supervision of Matches/Training Activities [On and Off-site]	12
11.	Specialist Qualifications for High Risk Sporting Activities	14
12.	External Instructors and Qualifications	15
13.	Medical Conditions of Students	16
14.	Weather- Heat, Humidity and Air Quality	16
15.	Weather Warnings and suspension of PE Classes and sporting activities	17
16.	Air Pollution	17
17.	Traffic Safety Procedures	18
18.	First Aid	18
19.	Incident and Communication Management	19
20.	Consultation with and support from ESF Centre	20
Section C	Guidelines with Control Measures	20
21.	Introduction	20
22.	Generic Guidelines that apply to all sports	20
23-48	Sports Specific Guidelines	22-53

Appendices		Page No
Appendix A1	Planning Checklist for Appointed Team Managers	54
Appendix A2	Approval Forms for All Schools	55
Appendix B1	Example of a parental consent form for participation in PE Classes	56
Appendix B2	Example of a parental consent form for offsite sporting activities	58
Appendix B3	Example of a parent consent letter for sporting activities	60
Appendix B4	Medical information and contact details update for sporting activities	61
Appendix C1	First aid kits - advisory	63
Appendix D1	Incident reports and first aid medical attention	64
Appendix D2	Incident report form for insurance (for incidents that involve potential head, neck or spinal injuries and fractures)	65
Appendix E1	Emergency checklist for sports leaders	66
Appendix F1	Approval of outside agencies	67
Appendix G1	Monitoring physical education and sporting activities	68
Appendix G2	Annual return: physical education and sporting activities	69
Appendix H1	Suggested lifeguard job description	70

Section A - Policy Framework

1. Purpose and Background

1.1. Physical Education is a mandatory part of the ESF curriculum in both primary and secondary education. As well as the promotion of health, fitness and being physically active, PE is a valuable tool to assist a number of ESF goals for students by educating the whole child and enabling them to also learn about team work, responsibility, leadership, respect and fair play. PE and sporting activity is as such about preparing students for lifelong participation and with it, the associated health benefits.

Sport is a golden thread that runs through all ESF schools. There is a plethora of after school activities and events in sport. The success of these sporting teams bonds the school and assists in defining the schools character, community and status in the eyes of its students and parents. The school is a better community as a result of these teams and individuals benefit from association and participation with teams.

1.2. Creating a rich range of sporting opportunities [curricular and co-curricular] for students is potentially extremely labour intensive. School sport teams engage on the field and in the gym on a weekly basis. There is a huge commitment of time and effort from a wide range of teachers in organizing the events and teams. Many teachers also work evenings and weekends in addition to the normal school hours to make this happen. Other subject teachers, senior leaders and other support staff, who share this passion for sport, also support these efforts in helping to coach the teams. This is something that is encouraged. There is also recognition that due to the vast number of people involved with varying competencies the requirement for adequate guidance and procedures is ever more important.

1.3. ESF is a leading body in education and is therefore expected to reach high quality standards in its provision of PE and sporting activities in schools. Both reputation and public confidence rely on this. Every student also has the right to experience physical education in a safe and healthy environment where risks are minimised. There is a need to set a goal of ensuring that our schools are the centre of excellence in the health and safety of PE and sporting activity and our teachers remain up to date with training and best practice. **The overall aim of this document is to enable ESF schools to provide excellence in physical education and a range of sporting activities through a culture of safe practice.**

It is also vital that ESF has procedures that will minimise students' potential for injury, and teachers involved in sporting activities from allegations of negligence or careless conduct. Whilst recognising that physical education and sporting activities do have risks, these risks can be reduced with good management, awareness of safe practice and clear guidance to ensure careful planning and preparation is standard for any activity.

1.4. The purpose of this document is to further embed the standards of risk management whilst sustaining the richness of physical education and sporting activities that is undertaken with students. By addressing the key areas ESF will:

- improve school procedures and practices ensuring safer management of PE and sporting activities in ESF schools;
- ensure a higher quality provision of PE by increasing training of teachers delivering PE; but also emphasising that teachers should maintain good professional development to maintain, update and develop their skills;
- support sports teams managers and sports activity leaders more effectively with guidelines for those sports and with training where necessary;
- improve decision making process at school level before an activity takes place and in response to an incident;
- increase parent and student confidence in ESF schools ability to manage health and safety;
- support schools in compliance with applicable Hong Kong laws and regulations; and
- align ESF schools with a range of international standards of safe practice in PE and sporting activity in the context of Hong Kong.

1.5. A further pool of expertise has been created through the further development of these procedures. This group, though its membership is fluid according to need, will act as an advisory committee for the annual review of the procedures with the Director of Education [or a representative], and the oversight of the training and development programme, with the Head of Continuous Professional Development (CPD). The members of the current group are:

Member	Role	School	Contact
Chris Durbin	Secondary Adviser	ESF	chris.durbin@esfcentre.edu.hk
Jai Leal	Consultant	TRM	jai@trm-consultants.com
Xanthe Knight	PE Teacher	KGV	xanthe.knight@kgv.edu.hk
Tim Ford	Vice Principal	KGV	
Marc Morris	Principal	STC	mjm@shatincollege.edu.hk
Andy Kai Fong	Head of Secondary	DC	andy.kaifong@discovery.edu.hk
Dave McTaggart	Chair of Curriculum Group for PE	WIS	david.mctaggart@wis.edu.hk
Jason McKimmon	Education Outside the Classroom Coordinator	DC	jason.mckimmon@discovery.edu.hk
Darin Slethaug	Head of PE	SIS	dslethaug@mail.sis.edu.hk
Karen Smith	Head of Sports Programme [Former]	ESL	
Charlotte Greenwood	PE Teacher	WIS	charlotte.greenwood@wis.edu.hk
Paul Chillingworth	H&S	IS	prc@mail.island.edu.hk
Debbie Hanley	PE Teacher	SC	dlh@shatincollege.edu.hk
Tim Ross	PE Teacher Sports Coordinator	RC	rosst2@rchk.edu.hk
Rob Stitch	VP	WIS	robert.stitch@wis.edu.hk
Jim Morgan	Head of PE	RC	morganjd1@rchk.edu.hk
Derek Bailey	Head of PE and Activities	IS	dab@online.island.edu.hk
Bobby Lee	Sports Facilities Manager	SIS	blee@mail.sis.edu.hk
James Hackett	Head of Sports Programme	ESL	jim.hackett@esf.org.hk

2. Scope

- 2.1. The procedures covered include the range of sporting activities at all ESF schools, PIS Schools and ESF Kindergartens, irrespective of the age of the student. They should be read and acted on by all those involved in sporting activity. Safe practice is everyone's responsibility whether they are leading the activity or assisting and a team approach is vital in implementing this document.
- 2.2. This document does not cover trips abroad to sporting activities and residential sporting camps. The **Policy and Procedures for Managing Fieldwork, Outdoor and Off-Site Activities** applies when schools wish to run such activities and reference should be made to that document. Provision here is made for permission for visits to other schools and low risk and short duration trips for PE lessons offsite.

3. Definitions of Risk in Physical Education

- 3.1. The procedures to be followed depend on the risks involved in conducting the PE lesson or sporting activity. Defining the risk, through a consistent approach to risk assessment, is therefore very important. The purpose of this section is to:
 - define the factors influencing risk; and
 - understand the levels of risk in various sporting activities offered in ESF schools.
- 3.2. Risk assessment is about ensuring that clear thinking about the factors that impact on students' health and safety takes place. Thinking and systematic application of guidelines are required procedures, and in doing these, risks will inevitably be reduced.
- 3.3. Documentation and referral processes allow teachers to demonstrate that they have acted responsibly to anticipate risks. In preparing for risk, documentation supports teachers, and illustrates that teachers have shown appropriate and relevant care of all ESF students.

- 3.4. Risk assessment and control measures are illustrated in Figure 3.1 It is about analysing and bringing together three broad areas that influence risk:
- the nature of the activities and equipment;
 - the environment in which they are set;
 - the capacity of the student and accompanying adults to conduct the activities in the environment.

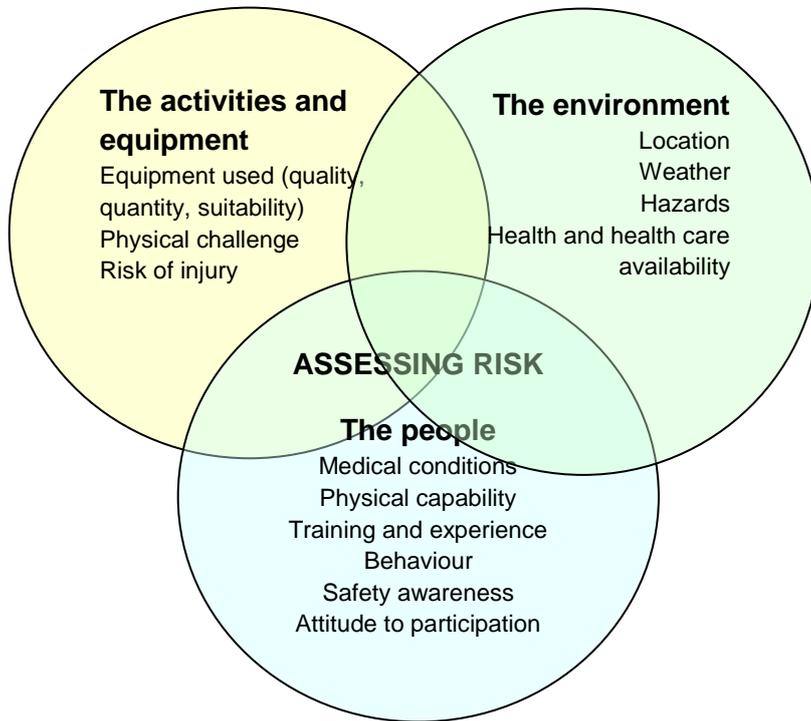


Figure 3.1 Factors in assessing risks

- 3.5. **Assessing the level of risk is key to the care needed in planning sporting activities.** The continuum and the examples within Figure 3.2 are illustrative but central to the policy and guidelines. Figure 3.2 is designed to support School leaders, PE teachers and leaders of sporting activities in making judgement about the level of risk associated with sporting activity and therefore the level of planning and scrutiny necessary in the risk assessment.
- 3.6. Low risk activities do not require qualified leaders or rigorous processes. It is part of the fabric of the school. The guidelines for these sports will be useful to teachers and leaders for safe practice and for effective sporting activity.
- 3.7. High risk activities and sports are only to be led by people with the correct qualifications and should not be considered unless this is the case. Figure 11.3 provides further information regarding the majority of high risk sports and activities and the required qualifications.
- 3.8. Medium risk activities require some degree of judgment by the relevant School leaders, PE teachers or leaders of sporting activities. Inevitably there are grey areas with regard to experience, qualifications and responsibility. These require discussions and joint decisions between school leaders and people in charge of these activities.
- 3.9. **Important** - This table assumes that appropriate control measures (See Section 20) have been applied for the respective sports.
- 3.10. **Schools are required to write a version of this table for sporting activities that they wish to cover in their school. They should classify them appropriately in order to assess the level of risk.**

3.11. If schools feel that the sporting activity that they wish to pursue is of higher risk than indicated in the table, schools are free to have more risk management and safety and control measures than those indicated in the policy.

FIGURE 3.2 – Table of risk related to sporting activities

LOW	MEDIUM	HIGH
INDIVIDUAL SPORTS		
ATHLETICS-RUNNING MODIFIED ATHLETICS TRACK AND FIELD WITH PRIMARY AGED STUDENTS AND SPECIAL EQUIPMENT FOR THE AGE GROUP	ATHLETICS-HURDLES AND JUMPING EVENTS	ATHLETICS THROWING EVENTS
CIRCUITS/STEP/AEROBICS/ PILATES/YOGA	WEIGHT TRAINING WITH MACHINES WITH INDUCTION AND FOR STUDENTS YEAR 10 AND ABOVE	WEIGHT TRAINING WITH FREE WEIGHTS
RUNNING	RUNNING CROSS COUNTRY	
	FITNESS BOXING (NON CONTACT)	
		CLIMBING INDOOR AND OUTDOOR
		CYCLING
		HORSE RIDING
TRI-GOLF [PLASTIC]	GOLF	
TEN PIN BOWLING		
INDOOR ROWING (MACHINES)		

LOW	MEDIUM	HIGH
INVASION GAMES		
TOUCH RUGBY	RUGBY SKILLS TRAINING ON SITE	RUGBY INVOLVING TACKLES, RUCKS/MAULS AND SCRUMS
SOCCER SKILLS MODIFIED GAELIC FOOTBALL	ASSOCIATION FOOTBALL GAELIC FOOTBALL	
BASKETBALL NETBALL		
MODIFIED HOCKEY- SKILLS AND SMALL GAMES EG: PLASTIC STICKS MODIFIED HOCKEY- FULL GAMES EG: PLASTIC STICKS	FIELD HOCKEY	ICE HOCKEY IN LINE HOCKEY
	SOFT LACROSSE EG: PLASTIC BALL/STICK	LACROSSE
ULTIMATE FRISBEE		

LOW	MEDIUM	HIGH
NET/WALL GAMES		
BADMINTON	SQUASH	
TENNIS		
VOLLEYBALL		
TABLE TENNIS		



LOW	MEDIUM	HIGH
STRIKING AND FIELDING		
MODIFIED CRICKET (EG: LIGHTWEIGHT BAT AND BALL)	CRICKET	
MODIFIED ROUNDERS (EG: LIGHTWEIGHT BAT AND BALL)	ROUNDERS	
MODIFIED BASEBALL (EG: LIGHTWEIGHT BAT AND BALL)	BASEBALL	
MODIFIED SOFTBALL (EG: LIGHTWEIGHT BAT AND BALL)	SOFTBALL	

LOW	MEDIUM	HIGH
AQUATICS		
		SWIMMING
		WATER POLO
		DIVING
		SAILING
		ROWING
		LIFESAVING ACTIVITIES (GCSE PERSONAL SURVIVAL)
		CANOEING/KAYAKING

LOW	MEDIUM	HIGH
GYMNASTICS		
DANCE	GYMNASTICS WITH APPARATUS (PRIMARY SCHOOL)	GYMNASTICS WITH APPARATUS (SECONDARY)
RHYTHMIC GYMNASTICS	ALL FLOOR GYMNASTICS	
		TRAMPOLINING
		PARCOURS (FREE RUNNING)

LOW	MEDIUM	HIGH
COMBAT SPORTS		
		KUNG FU
		JUDO
		JIU JITSU
		KARATE
		TAE KWON DO

SPORTS INVOLVING WEAPONS		
LOW	MEDIUM	HIGH
	FENCING	ARCHERY

4. What Kinds of sporting activity must not be considered

4.1. Some sporting activities must not be undertaken by ESF schools unless specific criteria are met. These include those where there is an inherent and high level risk of injury, and risk to the safety of students. These are:

- Cycling without helmets;
- Skateboarding without helmets;

- Boxing sparring without headgear and without professional supervision;
- Cricket with hard ball and no headgear box and pads;
- Any water activities without lifeguards; and
- Unsupervised Rock Climbing.

4.2. This is **not an exhaustive list** and schools can add to the list as appropriate. If in any doubt about the safety of an activity the leader should refer it to the Principal or his/her delegated authority for visits. If the Principal or delegated authority is in any doubt, it should be referred to ESF Centre.

4.3. The list will be reviewed annually as part of the annual monitoring of these procedures.

5. Role Definitions and Responsibilities

5.1. The following table defines the roles and responsibilities in relation to Health and Safety of those involved in physical education and sporting activity. Job descriptions at school level should reflect these descriptors as appropriate. It is important to emphasise that leaders should promote a culture of safe practice among their colleagues and students alike.

Table 5.1 Roles and responsibilities in Health and Safety in PE

The Role of the Principal and the Principal's Delegated Authority	In the school, the Principal is responsible for the approval of all sporting activities and monitoring of policy, procedures and guidelines. The Principal is able to delegate the authority to one or more senior leaders with experience of the leadership of risk management and or physical education.
Health and Safety Officer and Panel	There will be an advisory panel of expertise in advising for health and safety.
Head of Physical Education – and a designated authority for PE Health and Safety	The Head of PE and his/her designated colleague are responsible for implementing and monitoring with the PE faculty, the policy and guidelines for health and safety in physical education. They should monitor and take action at department level and should report any outstanding issues of health and safety to the Principal or their delegated authority. The Head of PE can designate this work to another colleague, but there needs to be clarity in job descriptions of both parties. For ease where this policy refers to the Head of PE it also refers to a designated authority.
Teacher of Physical Education	Teachers of PE should follow the policy, procedures and guidelines for health and safety in PE when teaching. Any sport specific and school specific guidelines should be used to ensure the safety of students. They should report any issues of health and safety to the Head of PE.
Physical Education Support Staff	PE support staff members are responsible for the regular check of equipment and reporting of issues of health and safety to the PE teacher/Head of PE. They are not solely responsible for equipment and therefore they should report any issues of health and safety to the teacher and/or Head of PE.
Lifeguard	On duty with students and other adults in the pool – surveillance of swimmers is the only thing that lifeguards should undertake. See Appendix H1 for fuller list of duties. On duty with an empty pool - responsible for the regular checking of the pool, diving boards, water quality and water safety equipment and reporting of issues of health and safety to the PE teacher/Head of PE. They are not solely responsible for equipment and therefore they should report any issues of health and safety to the teacher and/or Head of PE.
Coordination of activities roles These vary across schools. Titles are: • Sports team coordinator • Co-curricular	The school is responsible for clearly defining the roles of sporting activities coordination and their roles and responsibility for health and safety. If the role is a teaching staff leadership position, then that role of that person should include responsibility for supporting the Principal's delegated authority for managing the approval process of sporting activities. They have a role in alerting and supporting teachers to understand the school's policy for medium and higher risk activities. They should alert the Principal's delegated authority on issues of health and safety as it pertains to sporting activities.



<p>coordinator</p> <ul style="list-style-type: none"> • Activities coordinator • Activities administrator 	<p>Activities Administrative Assistants cannot be responsible for health and safety, other than to be an administrative check for the appropriate school leader. The exception would be if they have special health and safety training.</p>
<p>Teacher in charge of a team or appointed team manager (ATM)</p>	<p>The ATM may be a teacher, a member of non-teaching staff, a coach that is employed by the school or a suitably qualified adult well known to the school. They should read and comply with the appropriate sections of this document that relate to their sport. They are responsible for briefing other adults and students.</p> <p>The teacher or ATM in charge of a team is responsible for monitoring the potential risks during and on the journey to and from games. They should know where first aid support is available and have a communication plan with parents should an injury take place. They are responsible for completing any medical incident reports should an accident or injury occur. They should report any incidents to appropriate school leaders.</p>
<p>Expert Coach or Trainer</p>	<p>The expert tutor is an adult other than a teacher or ESF assistant who offers tuition for students in their specialist sport or activity area. With regard to health and safety, they should act in accordance with their specialist training. They should read and comply with the appropriate sections of this document that relate to their sport. If they are not the ATM, then in any matter of health and safety, they should consult with ATM and report accordingly. Schools should initially monitor coaches when they first attend school and more remote monitoring should be possible once a coach has demonstrated safe practice.</p>
<p>Accompanying Member of Staff</p>	<p>This is defined as a person employed by ESF as a teacher, or, who is well-known to the school as a responsible adult. This includes support staff and ESF registered supply teachers who have been used by the school on a frequent basis.</p> <p>NB. If a member of the school's senior leadership/management team is present on the activity, the responsibility remains with the leader of the activity. The SLT/SMT member should be seen in a supporting role to monitor the effectiveness of the activity as a whole, including the health and safety of the activities, and support in the case of incident management.</p>
<p>Accompanying Parent or Other Adult</p>	<p>This person must be over 18 (e.g. a parent, former student, school council member, spouse of member of staff), and well-known by the school to be responsible. The school must be able to demonstrate this with evidence if required.</p> <p>An accompanying adult may be permitted to lead a small sub-group within an activity providing appropriate guidelines are read and acted on accordingly.</p>
<p>Accompanying Student Helper</p>	<p>Older students [year 12 and above] used to accompany younger students do not count in the staffing ratio when offsite. They should be known to be responsible (for example, if a secondary student from an ESF school accompanied a primary school activity, a short reference should be given).</p> <p>An accompanying student may be permitted to lead a small sub-group within a low risk activity providing appropriate guidelines are read and acted on accordingly.</p>
<p>Student</p>	<p>The participants of the teams should all be ESF enrolled students with full school records. In occasional circumstances, students other than those enrolled as ESF students may be allowed to join the team at the discretion of the Principal or the Principal's delegated authority. There should be educational justification and appropriate insurance arrangements need to be in place.</p> <p>They are responsible for acting according to the rules of the school and ensuring that they make teachers aware of any injury or illness that might affect their safe participation.</p>

6. Procedures and Forms

For the ensuing paragraphs, please refer to Figure 3.2 (on pages 6-7) to consider whether the sport or activity in question should be categorised as low, medium or high risk.

- 6.1. **School leaders should ensure that teachers and adults involved in sporting activities are appropriately briefed.** All ESF staff engaged in sporting activities should be briefed on the guidelines included in this document. This is to ensure that all adults accompanying students in sporting activities are aware of both the risks involved in the activities and the steps that have to be taken to reduce their likelihood and impact. [Appendix A1](#) provides a checklist for those leading a sporting activity. [Appendix A2](#) is an approval form for new high risk activities.
- 6.2. Identification of a risk to the group should be seen as a positive process, allowing measures to be taken to maintain the highest possible levels of safety. This supports the principle of ‘due diligence’ which allows staff and students alike to feel secure in their role when undertaking sporting activity. **The guidelines in sections B and C of this document should be made available to sports activity leaders for all activities.** Schools should make available trained or qualified colleagues for referral to other staff for low risk activities.
- 6.3. At the beginning of each academic year, schools should issue a letter to parents [See Appendix B1] emphasising that PE is an essential part of the school curriculum. Parents seeking an exemption for their children from PE classes on medical grounds must produce a medical certificate issued by a registered medical practitioner stating the period for which exemption is required. Schools should keep a record of such information and the students who are exempted from attending PE classes must not be allowed to participate in any physical activities.
- 6.4. Consent from parents is required for all high risk activities when conducted offsite [definition 10.1 and 2] [See Figure 3.2 and Appendix B3]. Consent from parents may be obtained via email or electronic alert systems or by letter. All activities within curricular PE lessons, low and medium risk off-site sporting activities are covered through the parent consent form available at the beginning of the year [Appendix B2].
- 6.5. Medical information for all students participating in sporting activity needs to be available to staff conducting activities. This is especially important for students with particular medical conditions that may affect them during sporting activities. Medical details should be checked at the beginning of the academic year and especially before embarking on medium and high risk activities with a new group. No student should be allowed to participate in a high risk activity without both consent and medical information update. For medium risk activities, the school can exercise some discretion. Email and other electronic alerts are permitted. A paper version is available in Appendix B4. All schools must ensure that such information are reported entirely on a voluntary basis, kept for school use only and not be disclosed to any other parties without prior consent of the parents concerned.
- 6.6. Schools should request parents to check the body temperature of their children on the day of outdoor activity and record the details in the form prepared by schools (See [Appendix B5](#)). Teachers should then determine whether students are physically fit to participate in the activities.
- 6.7. **In the event of an incident, schools should have in place procedures for documenting the details of the incident, centrally filing and collating any documents or information relating to the incident and communicating the matter to the parents concerned.** [Appendix E1](#) is a checklist in the event of an emergency. [Appendix D1](#) is the Incident Report Form which must be completed in the event of an incident occurring. The incident must also be communicated to parents immediately. [Appendix D2](#) is the Accident Report Form that must be completed for insurance purposes in the event the incident results in some injury to the child and especially for major incidents that involve hospitalisation, potential head, neck or spinal injuries and fractures. Failure to do so or delay in submission of the Accident Report Form may jeopardise the school’s entitlement to insurance coverage.

7. Insurance

- 7.1. All schools should familiarise themselves with the [ESF Public Liability Insurance Policy](#), which is available from the Procurement Department of ESF Centre. The documents can be found on the Gateway under the folder Documents → Foundation-wide → Finance → Procurement → General Insurance.

Subject to the terms and conditions of the policy, the public liability insurance policy provides coverage on a worldwide basis if the activity concerned is in relation to the performance of ESF business and covers the supervision of students whilst representing schools for sporting activity.

8. Compliance, Monitoring and Evaluation

- 8.1. Compliance is concerned with answering the question “Are the procedures being followed?” Evaluation is concerned with the impact of the procedures on the quality of PE and sporting activities as well as an on-going appraisal of the procedures so that they might be continually improved. In order to monitor compliance with procedures and to improve procedures, there should be systems in place at the school level and ESF level.
- 8.2. At school level: The Principal is responsible for compliance, monitoring and evaluation, as well as nominating a senior leader as his or her delegated authority for the following:
- collating the calendar of sporting activities;
 - in larger schools, setting up a small advisory group to support the Principal and his or her delegated authority. This will consist of at least one senior leader, the Head of PE, the Sports Activities Coordinator and other appropriate expertise from the school council or wider parent body. Schools could consider having a parent representative;
 - liaising with the Head of PE and the Sports Activities Coordinator, to ensure that preparatory procedures have been followed and appropriate levels of risk have been assigned to activities;
 - monitoring the record of serious accidents/near serious accidents (see [Appendix G1](#)) and keeping it available at the school; a member of the school leadership team to meet each term with activity leaders to evaluate the effectiveness of the procedures;
 - acting as the point of contact with ESF and the Head of Student Support at ESF Centre;
 - completing the annual return of serious accidents/near serious accidents to the Head of Student Support (see [Appendix G2](#)); and
 - attending the annual review of serious accidents/near serious accidents and procedures.
- 8.3. At foundation level: The Director of Education is responsible for compliance, monitoring and evaluation and/or for nominating a senior leader as delegated authority to work alongside the Head of Student Support and Head of Facilities Development to:
- monitor the record of accidents/near accidents by collating [Appendices G1 and G2](#);
 - **conduct annual checks on facilities and larger-scale equipment and reporting to schools and ESF on actions necessary to reduce risk;**
 - meet annually with Principals, or their delegated authorities, to discuss improvement to the procedures as well as make recommendations on the basis of schools own monitoring; and
 - liaise with the expert Advisory Group, to suggest improvements to procedures.
- 8.4. **External compliance:** This Policy takes into account Education Bureau Guidelines.
- 8.5. **Compliance with these guidelines:** Any matters concerning the implementation of these guidelines in a particular school/organisation should be raised with the Principal or Senior Managers with a view to reaching a mutually workable solution. Any matters of non-compliance should be raised with the Director of Education at ESF.

Safety Guidelines on Physical Education for Hong Kong Schools - Published by the Physical Education Section Education Bureau – 2011

The Eligibility of Teachers to teach PE

www.edb.gov.hk/FileManager/EN/Content_2944/Teachers_Eligibility_to_Teach_PE.pdf

Section B General Guidelines for Sporting Activities

9. Supervision of PE Classes

- 9.1. The following are minimum levels of supervision in school for PE classes. In the event, if the school leadership feels the need to strengthen the requirements as a result of risk assessment, this should be acted upon accordingly.
- 9.2. Ordinarily, PE classes will be taught by a qualified PE teacher or a suitably experienced and qualified teacher with extensive experience and training in Physical Education. Those in the latter category must have a track record of performance management and coaching qualifications that supplement their teaching certificate. Individual PE classes on-site should not exceed a ratio of 1:32, although classes may be larger if suitably experienced and qualified education assistants/coaches are present if the space allows. Adjustments to the activities chosen to reduce the nature of risk may be necessary in some circumstances.
- 9.3. If available, qualified PE staff or supply/cover teachers with appropriate experience [for example, a primary teacher or a qualified secondary teacher of another subject with a Level 1 or 2 sports coaching certificate] will supervise all scheduled PE classes. Teachers who are not qualified PE staff may only conduct low risk PE activities when covering classes – provided they have been briefed by a suitably qualified PE member of staff (See Figure 3.2 on pages 6 and 7 for risk levels).
- 9.4. Occasionally, due to unforeseen teacher absence, classes may need to be combined. The Head of PE should ensure that there is a suitably safe low risk sporting activity conducted when the minimum teacher to student ratio of 1:32 is exceeded, taking into account the risk of the activity and the line of sight, etc. Other adults should be present and should be asked to observe and report any issues of health and safety in these cases.
- 9.5. Teachers who are not PE qualified may only supervise medium and high risk PE classes provided they possess the following awards:
 - For Medium Risk - An up to date Level 1 coaching award or higher in that discipline;
 - For High Risk - A specialist coaching award from a recognised governing or supervisory body.
- 9.6. All teachers and other suitably qualified adults supervising PE classes must have an up to date first aid qualification or are fully aware of the on-site first aid response and support procedures in their schools.
- 9.7. A school health professional should be on-site at all times whilst PE lessons and while extra-curricular sporting activities are occurring on weekdays.

10. Supervision of Matches/Training Activities [On and Off Site from School]

- 10.1. **On-site** is defined as the school grounds and activities that take place in the vicinity of the school and where the school uses these locations regularly. Easy and quick communication and access between the location and the school must be possible. Staff at these locations should have communication devices to be able to respond in an emergency. As an example, a running circuit for cross country within walking distance of the school may qualify as on-site provided it is used regularly and has proper communication and control measures in place. A neighbouring sports ground that is used every week is another such example.

10.2. **Off-site** is defined as any sporting facility not within easy communication or easy access of the school, and where any motorised transport is involved. A new cross country route recently established should be considered off-site initially until it is well established. Activities are always off-site if they are only accessible by motorised transport.

10.3. Schools should designate team managers. These can be teachers, suitably qualified coaches and/or adults well known to the school. By suitably qualified, this means the qualification of the coach is in line with the risk level of the activity undertaken. High risk activities require qualifications recognised by a governing body whereas low risk activities may be led by unqualified adults. Medium risk activities will benefit from having appropriately qualified people and ESF has undertaken to provide appropriate training programmes for these colleagues.

10.4. Minimum ratios of students to staff and other adults are illustrated in the table Figure 10.1 below

	Low and Medium Risk activities (Relate to Figure 3.2)	High Risk activities (Relate to figure 3.2)
Location		
Hong Kong based <u>on-site</u> matches or training	Minimum 1 adult Teacher, coach or designated team manager. A first aider should also be available.	Minimum 1 appropriately qualified adult PE teacher, <u>qualified</u> coach or designated and <u>qualified</u> team manager. A first aider should also be available.
Hong Kong based <u>off-site</u> matches or training	Minimum 1 adult Teacher, coach or appointed team manager. A first aider should also be available.	Minimum of 2 adults. PE teacher, <u>qualified</u> coach or appointed and <u>qualified</u> team manager. A first aider should also be available.

10.5. The ratio of adults [teachers, lifeguards, support staff and parent helpers] to participating students will depend upon the nature of the sporting activity undertaken and the age and experience of students. Lead staff should consider carefully if more adults are necessary to ensure safe supervision when large numbers of students are involved. For on-site activities, very careful consideration of risk should be given above the ratio of 1:32 for low risk; 1:22 for medium risk activities and 1:11 for high risk sporting activities. For offsite activities, very careful consideration should be given to ratios above 1:22 for low and medium risk activities and no high risk sporting activity should exceed 1:11. (See Sports Specific Guidelines for specific staffing ratios). **The key to safety in these instances is sufficient observation of the students and an appropriate communication and standard operating procedure in a medical emergency.**

10.6. Educational assistants, lifeguards, support staff and parent helpers may only be included in the staffing ratio if they have been pre-checked, briefed and trained [or are suitably qualified] by the school. All parent helpers used should be selected by the school, based on the school's knowledge of the parent.

10.7. Older students [Year 12 and above] used to accompany younger students do not count in the staffing ratio. This means that they are not counted either as an adult or as child in the staffing ratio.

10.8. Qualified instructors who are paid employees of the external provider company can be counted in the staffing ratio provided that:

- at all times the staffing ratios are adhered to; and
- the school knows them well and has carried out the appropriate checks with references.

10.9. For SEN students, staffing ratios will depend upon the individual needs of the students and may require 1:1 supervision.

- 10.10. Where feasible, a teacher or a coach should be appointed as the person in charge. Other adults may be appointed as “team managers”. Where possible the school should refer to the table in 5.1 on pages 8 and 9 for clarification on their role and responsibilities.
- 10.11. For high-risk activities (See Figures 3.2) the person in charge must be suitably qualified. (See Figure 11.3)
- 10.12. For medium risk activities (See Figure 3.2), consultation must take place with the Principal’s delegated authority to establish whether the “supervisor” is suitably qualified and experienced to be the person in charge.
- 10.13. For low risk activities (See Figure 3.2) unqualified responsible adults suitably well known to the school may supervise providing that they have read the general and sport specific guidelines and that there is a teacher easily accessible to manage the students’ behaviour and carry out other duties.
- 10.14. Older students (Year 12 and above) in attendance and supervising must have a designated teacher responsible for them and who is easily accessible in person. They are only permitted to supervise in the following circumstances:
- On-site and low risk activities (see 10.1 and Figure 3.2)
 - Low Risk activities only – (See Figure 3.2)
- Students should be known to be responsible (for example, if a secondary student from an ESF school accompanies a primary school activity, a short reference should be given).
- 10.15. The release of students from familiar sporting venues is permitted provided the students and their parents are aware of the standard operating procedure in advance of the event. Parents of Year 7, 8 and 9 students should be given an opportunity to object to such release. Careful consideration should be given to venues that are unusual or involve complex journeys home and due consideration should be given to students with individual needs and behavioural issues in these circumstances.

11. Specialist qualifications required for teaching or supervising high risk sporting activities

- 11.1. Where it exists, a qualification that is currently valid issued by the relevant supervisory or national governing body, ideally from Hong Kong, the UK, Australia, USA, Canada or appropriate international sporting bodies (specific sporting examples – Gymnastics & Trampolining).
- 11.2. Referring to the [Safety Guidelines on Physical Education Key Learning Area for Hong Kong Schools](http://www.edb.gov.hk/index.aspx?nodeID=3173&langno=1) (www.edb.gov.hk/index.aspx?nodeID=3173&langno=1). If the coaches/instructors who give sports training instruction in co-curricular activities are not PE teachers, they must possess “Level One Coach” certificate issued by the Hong Kong Coaching Committee (HKCC) in conjunction with the relevant sports governing bodies, or equivalent qualifications. **If in doubt, schools can directly consult the respective sports governing bodies or the HKCC for information.**

Figure 11.3 High Risk Activity Qualifications - This is illustrative – schools should use this table and add suggest qualifications that should be added for other sporting activities undertaken.

Activity	Qualification (minimum). Equivalent or higher level internationally recognized qualifications not mentioned here may also be acceptable. Renewal conditions should be observed and teachers should keep a portfolio of their own qualifications for reference and give a copy to the school.
Climbing Wall	UK Mountain Leader Training England (MLTE) – Climbing Wall Assessment (CWA) Source: www.mlte.org

Rugby (Union)	International Rugby Board (IRB) Level I Coach Source: www.irb.com
Horse Riding	BHS Intermediate Teaching Test (ITT) Source: www.bhs.org.uk
Swimming activities	UK Royal Life Saving Society (RLSS) - National Pool Lifeguard Award (Lifeguards are required to hold this or an equivalent qualification to perform their job.) Source: www.lifesavers.org.uk Bronze Medallion Award in Life Saving
Diving	UK ASA Level 2 Diving Teachers Certification or Hong Kong ASA Level 1 Source: www.swimming.org/asa
Scuba Dive Training in a pool	Dive Master Source: www.padi.com
Trampolining and Gymnastics	British Amateur Gymnastics Association Levels 1 and 2 Source: www.british-gymnastics.org Elementary Gold Award issued by the Gymnastics Association of Hong Kong Source: www.gahk.org.hk
Canoeing (Swimming pool only)	Canoe England Level I Coach. Source: www.canoe-england.org.uk / Bronze Medallion Award in Life Saving
Cycling	For medium and high risk cycling (See Fig 3.1), leaders of the activity should submit qualifications (Cycling Proficiency Coaching Certificate) to the school.

11.3. Schools should check the qualifications and their validity of the persons concerned, and keep on file copies of qualifications of those leading sports and activities. **For most of the high-risk activities outlined above, the qualifications are only valid if accompanied by a valid first aid certificate. This should be checked by the principal's delegated authority.**

11.4. Where a leader is unclear about the requirements or wishes to lead an activity not mentioned in this document, they should ask the Principal or his/her delegated authority to contact ESF Centre. Likewise if they feel they possess appropriate alternative qualifications, they may gain approval from ESF Centre.

12. External Instructors and Qualifications

12.1. [The Extra-curricular Tutors and Coaches Policy](#) relates specifically to the employment of external coaches and these regulations are pertinent here.

12.2. [The Freelance Service Providers Policy](#) relates to contracting companies to employ in the school. This may also be pertinent should a school employ a series of coaches.

12.3. Employment of qualified specialist instructors to teach activities is highly recommended. Resident instructors employed by an external agency must have the necessary qualifications and experience, verified by the school.

12.4. Where specialist instructors are subject to government regulations then there is no need to seek further verification. Examples of such instructors are employees of the Leisure and Cultural Services Department (LCSD).

12.5. Where external agencies are being used to deliver an activity, the suitability of the agency must be assessed using [Appendix F1](#). This asks for verification of the qualifications of the instructors, their experience in the field and for details of their insurance. Schools must also adhere to the safety standards of the external provider.

13. Medical Conditions of Students

- 13.1. The school must provide [through the school health professionals (SHP) or other means] a medical list for all teachers at beginning of each term. Provision must be made to brief staff for higher risk students.
- 13.2. Any specific concerns with students should be red-flagged and communicated to all staff, PE staff in particular. All ATMs should check for known medical conditions. This is essential when undertaking high and medium risk activities and desirable for all sporting activities. If in doubt the leader of the activity should discuss the condition with the SHP at the first instance.
- 13.3. If in doubt about the suitability of a student to partake in a particular sport, the parent/guardian should be contacted and if required, further advice can be sought from the family doctor.

14. Weather - Heat, Humidity and Air Quality

- 14.1. All schools should check any hazardous weather and assess whether the sporting activity can proceed or be cancelled, or be adjusted to accommodate for the prevailing weather. Please see below:

RH %	28C	29C	30C	31C	32C	33C	34C	35C	36C
50	28.4	29.7	31.0	32.6	34.4	36.3	38.4	40.7	43.1
60	29.4	31.0	32.8	34.8	37.1	39.5	42.2	45.1	48.1
70	30.7	32.7	35.0	37.6	40.4	43.5	46.8	50.3	54.2
80	32.1	34.7	37.7	40.9	44.4	48.1	52.2	56.5	61.2
90	33.7	37.1	40.7	44.7	49.0	53.5	58.4	63.7	69.2
100	35.6	39.7	44.2	49.0	54.2	59.7	65.5	71.7	78.2
Take Care		<ul style="list-style-type: none"> – Educate students on signs and symptoms of heat stroke. – Modify activities to suit abilities of students. – Monitor students regularly. – Encourage students to drink fluids. 							
More Caution		In addition to above: <ul style="list-style-type: none"> – Schedule classes to involve breaks. During breaks, monitor students to ensure they rehydrate. – Plan activities to limit over-exertion. – Consider modifying activities to maximize use of shaded/indoor areas. 							
Danger		In addition to above: <ul style="list-style-type: none"> – Heat Exhaustion likely with prolonged exposure. – Limit exposure to short periods of non-intensive activities. 							
Extreme Danger		In addition to above: <ul style="list-style-type: none"> – Heat stroke likely. – Sun burn likely (especially for swimming). – Do not proceed with outdoor or off-site physical activities whether 							

	<p>in the shade or not.</p> <ul style="list-style-type: none"> – Use indoor facilities only.
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14.2. **Note:** For activities on astro-turf, the actual temperature will be approximately 5°C hotter than the surrounding air.

14.3. **Adjustments to weather may involve cancellation, reducing excessive exertion, shade, headgear, sunblock, appropriate sports clothing, and appropriate fluids made available and other control measures as appropriate.**

15. Weather warnings and suspension of PE Classes and sporting activities

The signals referred to are those issued by the Hong Kong Observatory (see www.hko.gov.hk).

15.1. In addition to each school’s individual policy, the following are PE specific.

Warning	Type of PE	Action
Typhoon Signal 1-3	Indoor Outdoor Offsite	Continue Monitor and modify if required taking account of wind in particular Return to school for Typhoon 3 and above
Typhoon Signal above 3	School will be closed	Cancel PE and sporting activities
Amber Rainstorm	Indoor Outdoor Offsite	Continue Monitor and modify if required Modify if required and be prepared to return to school
Red/Black rainstorm	Indoor Outdoor Offsite	Continue Cancel activities Cancel activity
Thunderstorm Warning Notes Thunderstorm warnings are often generalized, and the area you are in may be free from thunderstorms. The HK observatory website should be used to help make decisions.	Indoor Outdoor Offsite	Continue Monitor and modify if required NB. Careful consideration should be specifically given to outdoor swimming and activities in exposed areas Monitor and modify if required and be prepared to return to school
Fire Danger Warning Red	Indoor and Outdoor Offsite	Continue and monitor Consider modifying/cancelling activity. Identify escape routes and avoid areas of dense vegetation/bush with limited access/exit points.
Fire Danger Yellow	Indoor and Outdoor Offsite	Continue. Consider alternative routes avoiding dense bush/vegetation. Plan appropriate escape routes.
Flooding in the vicinity of the school	Indoor and Outdoor Offsite	Continue and monitor Cancel

16. Air Pollution

16.1. Each school will base its API readings on the nearest appropriate API station. General stations should be used if the nearest station is a roadside station and microclimatic factors would suggest a different reading. If in the future, schools manage to obtain on-site API meters then these readings will be used instead.

16.2. The guidelines in relation to HKAPI are as follows:

HK API	Action
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Air Pollution Index (API) > 100	Consider modifying PE activities based upon needs of individuals Reduce physical exertion and outdoor activities Special attention to students with heart or respiratory illnesses (e.g. asthmatics)
API > 150	Consider cancelling or postponing, but modify PE activities accordingly
API > 200	Cancel or postpone PE activities

16.3. Where a leader is uncertain about marginal decisions related to weather or air pollution, they should ask the Principal or his/her delegated authority to contact ESF Centre to support the decision making and risk mitigation processes.

17. Traffic Safety Procedures

- 17.1. Schools should follow their individual traffic safety procedures for off-site and on-site activities.
- 17.2. Teachers should minimize the crossing of roads with students during off-site activities.
- 17.3. During road crossings, the teacher will lead out first and ensure the road is clear before getting students to walk across as a group. The teacher will leave the road, only when all students are across safely and accounted for.
- 17.4. When taking students off site, teachers should inform the school (please take into account extended school specific on-site activity areas – Cross Country Courses).

18. First Aid

18.1. The Availability of First Aid Trained Personnel

- 18.1.1. All PE teachers and those adults leading high risk activities must have a valid First Aid qualification in accordance with ESF policy. It is strongly advised that a qualified first aider should be within easy reach when conducting all other PE and sporting activity.
- 18.1.2. All adults responding to First Aid scenarios should act in accordance with their ESF recommended First Aid training.

18.2. First Aid Equipment

- 18.2.1. Adequate and suitable first aid kit should be readily accessible for all sporting activity
- 18.2.2. The equipment required will depend upon the nature of the activity undertaken.
- 18.2.3. School owned equipment should be checked regularly to ensure that:
 - the first aid kit is fully equipped;
 - all medicines are properly labelled;
 - replacements of expired medicine must be made accordingly.

18.3. First Aid Kits and Medicines

- 18.3.1. It is important that all teachers or adults carrying a first aid kit are familiar with its contents and have used them in training. First aid training should be renewed as and when appropriate but within every 3 years. The purchase of standard kits from Emergency Care Training is highly recommended.

18.3.2.

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Hong Kong.

18.3.3. [Appendix C1](#) provides an annually updated list of recommended items for a first aid kit. Additional items for sporting tournaments and competitions are listed and should be included for such events.

18.3.4. Staff should refer to the medical information provided by parents and ensure that they understand the implications of any stated medical condition and obtain expert advice if necessary.

18.3.5. For major medical incidents, teachers should act in the best interests of the student, in accordance with their first aid training. They should seek qualified medical help as soon as possible.

18.3.6. Any treatment or medication administered to a student should be logged using the forms in [Appendix D1 or D2](#). This should be reported to the school health professional with any medical advice or reports.

18.4. Communication Equipment

18.4.1. For all offsite sporting activities in Hong Kong, every member of staff should have a mobile phone with the number left with key contacts at the school.

18.4.2. In the case of emergency, dialling 112 rather than 999 will provide access to all mobile networks.

19. Incident and Communication Management

19.1. General Communication

19.1.1. Schools and teachers leading sporting activities must have an accessible means for rapid communication to parents. A contact tree and also the ESF wide SMS system are both useful, in the event of a member of staff needing to communicate to parents.

19.2. Emergency

19.2.1. In the event of an emergency, the plan set out in [Appendix E1](#) should be followed including informing ESF Centre and the insurance company at an appropriate stage in the process.

19.2.2. In the case of a critical incident the procedures outlined in the [ESF Critical Incident Policy](#) should be followed.

19.3. Communication in an emergency

19.3.1. Schools are required to have a communication plan for emergencies. Schools should have an accessible list of all trip members and emergency contact details of parents at all times.

19.3.2. The first point of contact after the emergency services will be the Principal or the Principal's delegated authority, probably a senior leader in school on duty. The Principal or senior leader on duty will contact ESF Centre via the Head of Student Support or if not available a member of the senior management of ESF.

19.3.3. All parents should have a contact number at school for emergencies that happen in families in the event of needing to get in touch with their children.

20. Consultation with and support from ESF Centre

- 20.1. Where a leader is unclear about any of the requirements and guidelines in this document, they should ask the Principal or his/her delegated authority to consult with ESF Centre to support the school-based decision making process. There may be cases that are marginal and require professional judgement, ESF Centre staff are available for consultation and support.

Section C Guidelines with Control Measures

21. Introduction

- 21.1. There are **generic guidelines** that apply to ALL sports.
- 21.2. In addition there are **sport specific guidelines** and these are broken down into the following areas.
- Teaching Considerations.
 - Facilities and Equipment.
 - School Specific Considerations.
- 21.3. Heads of PE and senior leaders are required to consider school specific risks and control measures. These will be incorporated into the schools' own policy.
- 21.4. There may be sports that schools wish to conduct that are not listed in this document. Schools will be required to create their own guidelines for these sports if these sports are considered medium and high risk activity.

22. Generic Guidelines

Note: "Teacher" in this instance means any authorised or delegated person employed by the school for sporting activity such as a coach, appointed team manager, etc.

22.1. Teaching Considerations

- 22.1.1. Teachers should inform students about injury prevention and controlled risk taking before the class.
- 22.1.2. An adequate warm up and cool down should be performed for all PE activities.
- 22.1.3. Teachers should ensure that all students taking part should be physically and medically able to participate.
- 22.1.4. Teachers should draw up contingency measures for adverse weather conditions and inform the persons and students concerned of the arrangements.

22.2. Facilities

- 22.2.1. All facilities and areas used for PE activities should be checked before use by teachers to ensure they are free from obstructions, and suitable and safe for their intended use.
- 22.2.2. PE departments should regularly check equipment for defects, wear and tear and act accordingly and report health and safety considerations to senior managers as necessary.
- 22.2.3. ESF will conduct an annual check of suitability and compliance of sports facilities [including roof playgrounds] and larger-scale equipment. Schools are required to act on the findings of these reports.
- 22.2.4. All facilities and areas should be monitored by teachers and students during class time to ensure they are free from obstructions and suitable for their intended use.
- 22.2.5. Students should be taught and advised to ensure that activity areas are free from hazards or obstructions and to stop playing and advise the teacher if this is not the case.
- 22.2.6. Where possible all facilities and venues used should be of an appropriate size to accommodate all those using it safely.

22.2.7. Appropriate cleaning regimes for Physical Education facilities should be conducted and monitored. Special attention should be given to disinfecting changing rooms, at regular intervals.

22.3. Equipment

22.3.1. PE departments will conduct an annual check of smaller-scale equipment and suitable action should be taken to dispose, repair and replace defective equipment. ESF will conduct an annual check of larger-scale equipment. Schools are required to act on the findings of these reports.

22.3.2. All equipment and props should be suitable for their intended purpose, and checked by teachers before use. Teachers should report anything dangerous and act accordingly.

22.3.3. Teachers should ensure that all equipment and props are accounted for and not left lying around when not in use.

22.3.4. Teachers are responsible for ensuring that wherever possible when equipment is not being used, it is stored in a locked room and inaccessible to students outside of supervised use.

22.3.5. Teachers should ensure that students use protective or safety equipment/clothing if it is normally used or required for the activity they are engaged in. For example, mouth guards are standard safety gear for all contact sports.

22.3.6. Students who have to wear eyewear/spectacles in PE activities should wear those made of non-breakable material and have them well secured.

22.3.7. The sports governing body can provide further information on the applicable best practice.

22.3.8. Students should remove all jewellery before engaging in PE activities. Taping over jewellery is acceptable in certain circumstances but only at the teacher's discretion.

22.3.9. Long hair should be tied back in all sports.

22.3.10. Students should wear clothing and footwear appropriate for the activity or as deemed acceptable by the teacher.

22.4. School Specific Considerations

To be inserted by each school.

INDIVIDUAL SPORTS

23. Athletics – Jumping

23.1. Teaching Considerations

- 23.1.1. Students should wear appropriate footwear.
- 23.1.2. An adequate warm-up should take place before the jumping activity.
- 23.1.3. Students should be taught to not encroach on other students' run ups.
- 23.1.4. Safe landing techniques should be taught.
- 23.1.5. Students should be taught to look before they jump and they should not jump unless it is safe to do so (e.g. to avoid collisions with other people or equipment, for example, a rake).
- 23.1.6. Students should be instructed not to run when leaving the landing area and not to cross the landing area.
- 23.1.7. Students should complete the Triple jump landing into the sandpit – additional take-off boards may be required at 7, 9, 11 and/or 13 metres.
- 23.1.8. Students should be aware of falling high jump bars and uprights and should stand clear to prevent injury.
- 23.1.9. "Fosbury Flop" should not be taught in primary PE classes.
- 23.1.10. Elastic training bar should be encouraged for beginners and the material should be sufficiently flexible.

23.2. Facilities and Equipment

- 23.2.1. Run up area should be level, free of holes and debris, e.g. stones.
- 23.2.2. Take-off area should be checked to prevent slipping and should be level with the runway.
- 23.2.3. The Sandpit
 - The sand should fill the pit to the level of the runway.
 - The pit should be checked prior to use.
 - Sand should be raked over frequently during teaching/training/competing.
 - Digging and raking implements should be placed well away from the pit when not in use and must never be left with teeth or prongs pointing upwards.
 - The sand should be non-caking and deep enough to absorb the impact of landing without jarring.
 - Edges of the sandpit should be flush with the ground and covered at places where jumpers are liable to make contact.
- 23.2.4. The Landing Mats
 - Cushioning material must be deep and dense enough to absorb impact. Foam is recommended. They should be fastened together if separate mats are used to make the landing area which should be on an adequate size (5m x 3m with the depth of not less than 60cm and 40cm for secondary and primary schools respectively).
 - Coverall sheets should be all weather, low friction and attached securely.
 - No sharp edges should be protruding.
- 23.2.5. The High Jump Bar
 - Must be undamaged and free from splinters.
 - Must not be locked into place and should be able to fall if student makes contact with it.

23.3. School Specific Considerations

To be inserted by each school.

24. Athletics – Throwing

24.1. Teaching Considerations

- 24.1.1. Throwers waiting to throw should stand well behind the circle or scratch line until ready or told to move forward.
- 24.1.2. Spacing should be adequate between those throwing and all should be focused on the thrower in action.
- 24.1.3. Teachers will ensure that the predicted line of flight and adjacent area are clear of students, buildings or properties which could be injured or damaged. Teachers will consider a margin of throwing error, when setting up the throwing boundaries.
- 24.1.4. The thrower must remain behind the circle or scratch line after throwing. The implements should not be thrown or retrieved until the teacher instructs them to do so.
- 24.1.5. Students will be instructed to never throw implements back to the circle or scratch line after retrieving them.
- 24.1.6. Students should be instructed not to run with a javelin unless he/she is making a proper throw.
- 24.1.7. Control and progression should be considered when teaching throwing events. Starting with standing throws, progressing to movement and then turning/rotating can be taught once the progressive steps have been taken and skills consolidated.

24.2. Facilities and Equipment

- 24.2.1. Throwing implements should not be used if they are cracked or damaged in any way or have exposed rivets or worn rims. Implements should be dried off between each throw where necessary.
- 24.2.2. Students must wear appropriate footwear.
- 24.2.3. The use of Training Implements, Lighter Indoor equipment or foam implements should be considered to be used when teaching younger students.
- 24.2.4. Teachers should teach how to “Carry Equipment Safely” so as to prevent injury to themselves or others. Teachers and students should never run when carrying equipment, unless they are throwing.
- 24.2.5. Javelins should never be stuck into the ground at a dangerous angle. Vertical is the best method. Before removing a thrown javelin from the ground it should be levered into a vertical position.
- 24.2.6. Run up areas or circles or areas behind the scratch line should be a smooth surface, free from obstacles/excessive grit or dirt, free from water which could make the thrower slip.
- 24.2.7. Measuring tapes must also be free from the run up or circle areas.
- 24.2.8. Discus Throw must be conducted in a throwing cage with netting of at least 4m in height.

24.3. School Specific Considerations

To be inserted by each school.

25. Athletics - Track / Running Event (100m – 5km)

25.1. Teaching Considerations

- 25.1.1. Spikes should not be worn in PE lessons or during warm up. They may be worn during training at proper training grounds and under supervision of teachers.
- 25.1.2. During long distance running teachers need to pay attention to the conditions of the students.
- 25.1.3. When teaching sprinting students should have enough space and safe area to slow down their speed to prevent injuries that could come from collisions or slipping. If running indoor rebound boards could be considered.
- 25.1.4. If not using track facilities, teachers should allow adequate space between runners and if possible mark out lanes.
- 25.1.5. If students are timing, they should be reminded to stand in line with the finish line not in the path of the runners to prevent collisions.

25.2. Facilities and Equipment

- 25.2.1. Ensure that the track is level, free of dangerous points, such as roads, cycleways, streams, muddy and slippery loose surfaces, barbed wire, railings, holes and debris, e.g. stones. If this is not possible, the teacher should take all the necessary safety procedures to take extra care.
- 25.2.2. If using starting blocks they must be in good working order and secured onto the track or running area or measures should be taken to ensure no injury can be caused.

25.3. School Specific Considerations

To be inserted by each school.

26. Athletics - Track / Hurdles

26.1. Teaching Considerations

- 26.1.1. Students should be reminded NEVER to jump a hurdle the wrong way.
- 26.1.2. If spikes are worn the students must be taught how to use them correctly and when not using them should be placed spikes facing down.
- 26.1.3. If students are timing, they should be reminded to stand in line with the finish line not in the path of the runners to prevent collisions.

26.2. Facilities and Equipment

- 26.2.1. Hurdles should be rigid, smooth and free from sharp or protruding edges. Hurdles should be checked for damage or faults which may cause injury.
- 26.2.2. Hurdle legs and feet should be at right angles to the top bar.
- 26.2.3. Hurdles should be positioned to allow them to fall forward if hit while running.
- 26.2.4. Hurdles should be set at an appropriate height for the age and ability of the students.
- 26.2.5. There should be adequate space between different hurdle lanes when learning.
- 26.2.6. Hurdles should not make contact with the adjacent hurdle or cross into another lane.

26.3. School Specific Considerations

To be inserted by each school.

27. Climbing [Top-roped] on Artificial Walls

27.1. Teaching Considerations

- 27.1.1. Any person teaching rock climbing should follow the protocol stipulated by their qualifications from an appropriate national governing body.
- 27.1.2. Whilst there is no definitive guide to supervision ratios, careful consideration would need to be given to a ratio exceeding 1:12.
- 27.1.3. Consideration to be given to potential conflict with other sports hall/centre users and climbers.
- 27.1.4. Specific consideration, nature and structure of the tasks, should be given if an extended 'bouldering wall' offers the possibilities of larger group ratios.
- 27.1.5. Effective instruction and supervision of the use of all elements in the safety chain:
 - Harness;
 - Knot;
 - Belay Device;
 - Helmet (if required) see below; and
 - Call and response protocols between climber and belayer.
- 27.1.6. The importance of suitable warm-up activities prior to climbing.
- 27.1.7. Awareness of the potential for finger and tendon injury through over-gripping and poor use of handholds.
- 27.1.8. Use of specialist rock climbing footwear where possible.
- 27.1.9. For 'Bouldering and Traversing Walls', please consider points 26.1.5 to 26.1.8

27.2. Facilities and Equipment

- 27.2.1. Independent annual checking of climbing wall, fixings, anchor points and bolts.
- 27.2.2. To keep a written record of the amount of time each rope is used.
- 27.2.3. Regular visual inspection of equipment and a replacement timescale of 3 years for ropes/slings/quick-draws and harnesses and a 5 year replacement timescale for karabiners, belay devices, abseil devices and any other metal work.
- 27.2.4. Equipment to be stored safely and appropriately – nylon equipment out of direct sunlight – all equipment to be locked away.
- 27.2.5. Bouldering and Traversing Walls, should have a sport specific landing area, or use of appropriate safety matting.
- 27.2.6. Under a climbing wall with a height of 3m and above (measured from ground to finger reach height) and its boundary within 3m should be free of any obstruction to make sure that the belayer has adequate space for movement.
- 27.2.7. There should be checking and maintenance of the climbing wall/bouldering structures on a regular basis with the use of external specialist to check equipment and actual integrity of the climbing structures at least once per year.
- 27.2.8. All climbing equipment used must conform to the internal standards.
- 27.2.9. A warning notice and safety rules and regulations should be displayed on a conspicuous place near the climbing wall for the information of the participants.

27.3. School Specific Considerations

- 27.3.1. To be inserted by individual schools and including the following:

27.3.2. Potential conflict with other sports hall / centre activities.

27.3.3. Use of signage at the wall emphasising safe practice.

27.3.4. Agreed protocols for safe and suitable storage of equipment.

27.3.5. Agreed protocols to limit the opportunity for unsupervised access to the climbing facility.

27.3.6. Use of helmets – All belayers must wear helmets. A climber climbing on indoor walls and top roping may wear helmets if that is the school's particular protocol although it is not required.

27.3.7. **Reference and further reading**

MLTE UK Climbing Wall Award (CWA) Handbook <http://www.mlte.org/uploads/publications/106.pdf>

MLTE UK Site specific schemes <http://www.mlte.org/uploads/publications/17.pdf>

MLTE Climbing Wall Leading Award (CWLA) Handbook <http://www.mlte.org/uploads/publications/106.pdf>

28. Fitness Training - Circuit Training And Step Aerobics

28.1. Teaching Considerations

- 28.1.1. Teachers should ensure that all students taking part should be physically and medically able to participate.
- 28.1.2. Teachers should explain the correct setting up, putting away and lifting procedures.
- 28.1.3. Teachers should ensure that students have completed an appropriate warm up before undertaking the training session and it is recommended to complete a cool down afterwards.
- 28.1.4. Where necessary, teachers should ensure that exercises are explained to all students in the class before performing them.
- 28.1.5. Teachers should ensure that students conduct exercises at an appropriate intensity. Differentiation of intensity for individual exercises may be required.
- 28.1.6. Training workload should be progressive and adjusted to suit students' individual fitness levels.
- 28.1.7. Students should be reminded to stop physical fitness activities if they feel unwell and report to the teacher in charge immediately.
- 28.1.8. Teachers should be aware of the signs and symptoms of over-exercising of students and make adjustments accordingly.
- 28.1.9. Teachers should be aware of the symptoms and stop exercise immediately and if a child reports or if they encounter the following severe situation(s) during the training:
 - Chest pain;
 - Difficulty breathing;
 - Dizziness;
 - Nausea;
 - Palpitations or irregular heartbeats;
 - Unusual fatigue; or
 - Joint pain such as knee or ankle pain.
- 28.1.10. Teachers should encourage students to rehydrate throughout the session.

28.2. Facilities and Equipment

- 28.2.1. Adequate space should be used to perform each activity.
- 28.2.2. Mats should be used for all floor exercises when deemed appropriate unless students are performing standing weight lifting and then the exercise should be performed on the floor.
- 28.2.3. Teachers should ensure that the exercise venue is safe to work in.

28.3. School Specific Considerations

To be inserted by each school.

29. Fitness Training - Continuous Training and Cross-Country Training

29.1. Teaching Considerations

- 29.1.1. Teachers should explain the correct procedures for setting up, putting away and lifting.
- 29.1.2. Teachers should ensure that students have completed an appropriate warm up before undertaking the training session and it is recommended to complete a cool down afterwards.
- 29.1.3. Teachers should ensure that exercises are explained to all students in the class before performing them.
- 29.1.4. Teachers should ensure that students conduct exercises at an appropriate intensity. Differentiation of intensity for individual exercises may be required.
- 29.1.5. Training workload should be progressive and adjusted to suit students' individual fitness levels.
- 29.1.6. Students should be reminded to stop physical fitness activities if they feel unwell and report to the teacher in charge immediately.
- 29.1.7. Teachers should be aware of the signs and symptoms of over-exercising of students and make adjustments accordingly.
- 29.1.8. Teachers should be aware of the symptoms and stop exercise immediately and if a child reports or if they encounter the following severe situation(s) during the training:
 - Chest pain;
 - Difficulty breathing;
 - Dizziness;
 - Nausea;
 - Palpitations or irregular heartbeats;
 - Unusual fatigue; or
 - Joint pain such as knee or ankle pain.
- 29.1.9. Teachers should encourage students to rehydrate throughout the session.
- 29.1.10. Adequate space should be used to perform each activity.

29.2. Facilities and Equipment

- 29.2.1. Teachers should ensure that the exercise venues/routes are safe for exercise.
- 29.2.2. Mats should be used for all floor exercises. There are a few exceptions such as standing weight lifting and then the exercise should be performed on the floor.
- 29.2.3. Teachers should ensure that students are aware of the school procedures relating to traffic safety when training in and out of school grounds.
- 29.2.4. Teachers are advised to have a checkpoint/s with drinks available at some of these points to ensure that students are accounted for and properly hydrated.
- 29.2.5. Teachers are advised to have a mobile phone or communication device and a first aid kit when continuous or cross-country training.
- 29.2.6. The number of runners should be counted and checked at the start, enroute and at the finish to ensure no runner is left behind in the course.
- 29.2.7. Teachers should be aware of and adhere to the Air Pollution Index guidelines within Hong Kong.
- 29.2.8. Teachers should be aware of temperature guidelines.
- 29.2.9. The distance and level of difficulty of the course should be appropriately set to suit the abilities of students.
- 29.2.10. The course should be planned to avoid dangerous points like crossing roads, streams, heavy traffic, muddy/slippery/loose surfaces, deep ditches, barbed wire, etc. and if this is not possible the teacher should take all the necessary safety procedures to take extra care.



29.2.11. The starting area should be spacious enough to eliminate the danger of runners tripping over one another.

29.3. **School Specific Considerations**

To be inserted by each school.

30. Fitness Training - Weight /Resistance Training

30.1. Teaching Considerations

- 30.1.1. Teachers should ensure that all students taking part should be physically and medically able to participate.
- 30.1.2. Teachers should explain the correct procedures for setting up, putting away and lifting.
- 30.1.3. Teachers should ensure that students have completed an appropriate warm up before undertaking the training session and it is recommended to complete a cool down afterwards.
- 30.1.4. Teachers should ensure that exercises are explained to all students in the class before performing them.
- 30.1.5. Teachers should ensure that students conduct exercises at an appropriate intensity. Differentiation of intensity for individual exercises may be required.
- 30.1.6. Training workload should be progressive and adjusted to suit students' individual fitness levels.
- 30.1.7. Students should be reminded to stop physical fitness activities if they feel unwell and report to the teacher in charge immediately.
- 30.1.8. Teachers should be aware of the signs and symptoms of over-exercising of students and make adjustments accordingly.
- 30.1.9. Teachers should be aware of the symptoms and stop exercise immediately and if a child reports or if they encounter the following severe situation(s) during training:
 - Chest pain;
 - Difficulty breathing;
 - Dizziness;
 - Nausea;
 - Palpitations or irregular heartbeats;
 - Unusual fatigue; or
 - Joint pain such as knee or ankle pain.
- 30.1.10. Teachers should encourage students to rehydrate throughout the session.
- 30.1.11. Adequate space should be used to perform each activity.
- 30.1.12. Mats should be used for all floor exercises when deemed appropriate unless students are performing standing weight lifting and then the exercise should be performed on the floor.
- 30.1.13. Teachers should ensure that the exercise venue is safe to work in.

30.2. Facilities and Equipment

- 30.2.1. All equipment should be in good working order and equipment should be stored preferably in a locked room.
- 30.2.2. Schools should regularly check the equipment and conduct repairs and maintenance on the equipment when necessary (manufacturer's documents and user's manuals of the equipment and relevant information should be properly kept and available).
- 30.2.3. A first aid box should be available at the training venue as well as other suitable places. The items in the box should be checked regularly.
- 30.2.4. Schools should display instructions of the correct methods using the physical fitness training equipment and points to note on the equipment or in a conspicuous place;

- 30.2.5. Students must be supervised by a teacher when using free or machine weights.
- 30.2.6. All students must wear trainers or other appropriate toe covering footwear.
- 30.2.7. Students should be taught to lower weights with control.
- 30.2.8. Students should be encouraged not to hold their breath when performing isometric exercises.
- 30.2.9. Students should be encouraged by teacher to carry a towel to wipe down any equipment after use.

30.3. School Specific Considerations

To be inserted by each school.

INVASION GAMES

31. Basketball

31.1. Teaching Considerations

- 31.1.1. At the beginning of the unit teachers should make students aware that fingernails must be kept short. Remind all students that they are not to wear any kind of jewellery when playing basketball or learning the skills.
- 31.1.2. Teachers should use their professional judgment and consider if there is sufficient space for the students to conduct the game.
- 31.1.3. Clear 'stop' signal known by students.
- 31.1.4. Clear area designated for basketballs to be left so they do not roll onto playing area.
- 31.1.5. Students should be encouraged to make eye contact with a person catching a ball.

31.2. Environment/Facilities/Equipment

- 31.2.1. Playing areas should be free from hazards and practices moved to avoid worn or uneven playing areas.
- 31.2.2. The chosen playing area should avoid injury and damage to other people, buildings and cars.
- 31.2.3. Equipment being used for basketball should be checked to ensure that it will not harm those using it or others (e.g. balls, hoops not damaged).
- 31.2.4. The playing area should be free of any obstruction for at least 1m outside all boundary lines. Where a distance of 1m is not possible, any obstruction that protrudes should be removed or padded.

31.3. School Specific Considerations

To be inserted by each school.

32. Football [Association] or Soccer

32.1. Teaching Considerations

- 32.1.1. Teachers should have access to and or provide modified football rules to give beginner players a chance to develop basic skills before progressing to a more competitive level of play.
- 32.1.2. Students should be informed of the fundamental playing techniques and should include the tenets of injury prevention, controlled risk taking and disciplined play, all of which are essential to injury reduction.
- 32.1.3. Teachers should consider whether there is sufficient space for the number of students to conduct the football activities planned.
- 32.1.4. For football relay games, adequate space should be provided for deceleration and between teams.
- 32.1.5. The number of students in a team must be set according to the teaching environment.

32.2. Facilities and Equipment

- 32.2.1. Adequate and suitable first aid kit should be readily accessible.
- 32.2.2. Eyewear/spectacles should be made of non-breakable material and of a 'secured' type so that students can still take part.
- 32.2.3. Balls should not be over-inflated and should be inspected regularly for damage before each session.
- 32.2.4. All players should be advised to wear shin guards if football boots are worn and be informed of the safety implications of being struck by the ball. In all organised football tournaments or friendly matches, players must wear shin guards and the referee/s must check them before play commences.
- 32.2.5. Appropriate, well maintained footwear should be worn in the playing field and should be checked for sharp edges.
- 32.2.6. Football boots with spikes must only be worn on grass pitch and artificial grass turf.
- 32.2.7. Footballs of an appropriate size should be provided to suit the height/age of each player.
- 32.2.8. Equipment, especially balls should not be left lying around on the playing area when not in use.
- 32.2.9. Students should not be allowed to go into the playing area to retrieve balls while play is in progress.
- 32.2.10. When balls are rolling onto the field of play which may pose danger to students, activities should be stopped at once.
- 32.2.11. When practicing, adequate space should be provided for students and they should be reminded to be aware of balls from different directions.
- 32.2.12. Games should be taught on level ground which is clean, non-slippery and free from dangerous objects.
- 32.2.13. Goals, posts and stands should be either stand alone stable, adequately secured or anchored to the ground.
- 32.2.14. Students should not hang on goals.
- 32.2.15. The playing area should be free of any obstruction for at least 1m outside all boundary lines. Where a distance of 1m is not possible, any obstruction that protrudes should be removed or padded.



32.3. School Specific Considerations

To be inserted by each school.

33. Field Hockey

33.1. Teaching Considerations

- 33.1.1. Teachers should provide modified field hockey rules to give beginner players a chance to develop basic skills before progressing to a more competitive level of play.
- 33.1.2. Students should be informed of the fundamental playing techniques and should include the tenets of injury prevention, controlled risk taking and disciplined play, all of which are essential to injury reduction.
- 33.1.3. Teachers should consider whether there is sufficient space for the number of students to conduct the hockey activities planned.
- 33.1.4. In hockey relay games, adequate space should be provided for deceleration and between teams.
- 33.1.5. The number of students in a team must be set according to the teaching environment.

33.2. Facilities and Equipment

- 33.2.1. Balls and hockey sticks should be inspected regularly for damage.
- 33.2.2. All players should be advised to wear shin pads and mouth guards and be informed of the safety implications of being struck by the ball or stick.
- 33.2.3. Hockey sticks should be provided to suit the height/age of each player.
- 33.2.4. For goal keeping activities players should be wearing all the necessary protective gear such as properly fitted helmets with face guard, padding, and mouth-guards.
- 33.2.5. Equipment, especially balls should not be left lying around on the court when not in use.
- 33.2.6. Students should not be allowed to go into the courts to retrieve balls while play is in progress.
- 33.2.7. When balls are rolling into the court which may pose danger to students, activities should be stopped at once.
- 33.2.8. When practicing, adequate space should be provided for students and they should be reminded to be aware of balls from different directions.
- 33.2.9. Games should be taught on level ground which is clean, non-slippery and free from dangerous objects.
- 33.2.10. Goals, posts and stands should be either stand alone stable, adequately secured or anchored to the ground.
- 33.2.11. Students should not hang on goals.
- 33.2.12. The playing area should be free of any obstruction for at least 1 m outside all boundary lines. Where a distance of 1 m is not possible, any obstruction that protrudes should be removed or padded.

33.3. School Specific Considerations

To be inserted by each school.

34. Netball

34.1. Teaching Considerations

- 34.1.1. At the beginning of the unit, teachers should make students aware that fingernails must be kept short. Remind all students that they are not to wear any kind of jewellery when playing basketball or learning the skills.
- 34.1.2. Sufficient space should be allowed for games.
- 34.1.3. In relay games, adequate space should be provided for deceleration and between teams.
- 34.1.4. Clear 'stop' signal known by students.
- 34.1.5. Clear area designated for netballs to be left so they do not roll on to playing area.
- 34.1.6. Students should be encouraged to make eye contact with a person catching a ball.
- 34.1.7.

34.2. Facilities and Equipment

- 34.2.1. Balls should not be over-inflated and should be inspected regularly for damage.
- 34.2.2. Equipment, especially balls should not be left lying around on the court when not in use.
- 34.2.3. Students should not be allowed to go into the courts to retrieve balls while play is in progress.
- 34.2.4. When balls are rolling into the court which may pose danger to students, activities should be stopped at once.
- 34.2.5. Games should be taught on level ground which is clean, dry, non-slippery and free from dangerous objects.
- 34.2.6. Goals, posts and stands should be adequately secured or anchored to the ground.

34.3. School Specific Considerations

To be inserted by each school.

35. Rugby

35.1. Teaching Considerations

- 35.1.1. Students should be grouped in appropriate categories for contact activities to ensure a healthy learning environment:
- age
 - sex
 - experience
 - body size
 - physical capacity
- 35.1.2. Sufficient space should be allowed between groups to ensure no collisions.
- 35.1.3. All students should warm up appropriately.
- 35.1.4. Contact activities to be carried out on grass or astro-turf only.
- 35.1.5. Spare rugby balls to be put back in bag / cleared away so balls cannot roll onto playing area.

35.2. Facilities and Equipment

- 35.2.1. Playing areas should be free from hazards and practices moved to avoid worn or uneven playing areas.
- 35.2.2. Equipment being used for rugby should be checked to ensure that it will not harm those using it or others (e.g. balls, posts, flags must not be damaged).
- 35.2.3. Rugby posts (if erected) should be padded.
- 35.2.4. All jewellery to be removed.
- 35.2.5. Mouth guards must be worn.
- 35.2.6. Studded footwear should be worn on grass or astro. However, if surface is dry it is the choice of the participant to wear studded boots.
- 35.2.7. Body armour should be IRB approved.

35.3. School Specific Considerations

To be inserted by each school.

NET/WALL GAMES

36. Racquet Sports – Badminton

36.1. Teaching Considerations

- 36.1.1. Check all rackets or paddles have sufficient grip on the handles.
- 36.1.2. If students are to assemble nets and posts, they must be taught how to carry and assemble equipment in a safe manner.
- 36.1.3. During teaching, all students should be safely spaced out during practice and game play.
- 36.1.4. All students should warm up appropriately.
- 36.1.5. The number of students in a team must be set according to the teaching environment.
- 36.1.6. Jumping over or ducking under the net should not be allowed.

36.2. Facilities and Equipment

- 36.2.1. Courts should be clear of any equipment (shuttlecocks, rackets etc.) before play begins.
- 36.2.2. Students should be directed to not lean on the nets at any point.
- 36.2.3. Teacher should check that the nets and posts are correctly assembled.
- 36.2.4. The playing area should be free of any obstruction for at least 1m outside all boundary lines. Where a distance of 1m is not possible, any obstruction that protrudes should be removed or padded.

36.3. School Specific Considerations

To be inserted by each school.

37. Racquet Sports – Squash

37.1. Teaching Considerations

- 37.1.1. Check all rackets or paddles have sufficient grip on the handles.
- 37.1.2. During teaching, all students should be safely spaced out during practice and game play.
- 37.1.3. All students should warm up appropriately.
- 37.1.4. The number of students in a team must be set according to the teaching environment.
- 37.1.5. Doubles squash should not be allowed unless students are adjudged to be a high level player, with a very good understanding of the rules and safety – especially knowing when to call a let.

37.2. Facilities and Equipment

- 37.2.1. When playing squash goggles should be worn at all times once the students have entered into the courts.
- 37.2.2. When playing squash, the door must be completely closed before playing.
- 37.2.3. Nobody should try to enter a court whilst play is taking place on that court.

37.3. School Specific Considerations

To be inserted by each school.

38. Racquet Sports - Table Tennis

38.1. Teaching Considerations

- 38.1.1. Check all rackets or paddles have sufficient grip on the handles.
- 38.1.2. If students are to assemble nets or tables, students must be taught how to carry and assemble equipment in a safe manner. **NB. Primary students should not be permitted to set up table tennis tables due to the weight and size of the tables.**
- 38.1.3. During teaching, all students should be safely spaced out during practice and game play.
- 38.1.4. All students should warm up appropriately.
- 38.1.5. The number of students in a team must be set according to the teaching environment.
- 38.1.6. Students should not go under the table at any time.

38.2. Facilities and Equipment

- 38.2.1. All tables should be spaced out to allow safe movement around tables by students.
- 38.2.2. Table legs should be checked by teachers or supporting adults to confirm the stability and safety of nets and tables. NB. Secondary-aged students may be taught to check these themselves.
- 38.2.3. Students should be directed not to lean on the tables at any point.

38.3. School Specific Considerations

To be inserted by each school.

39. Racquet Sports - Tennis

39.1. Teaching Considerations

- 39.1.1. Check all rackets or paddles have sufficient grip on the handles.
- 39.1.2. If students are to assemble nets or tables, students must be taught how to carry and assemble equipment in a safe manner.
- 39.1.3. During teaching, all students should be safely spaced out during practice and game play.
- 39.1.4. All students should warm up appropriately.
- 39.1.5. The number of students in a team must be set according to the teaching environment.
- 39.1.6. When changing ends in racket games, jumping over or ducking under the net should not be allowed.
- 39.1.7. Rackets should be carried with care (by the side of the body until it is time to use and not thrown to the floor when finished)

39.2. Facilities and Equipment

- 39.2.1. Students should not be allowed to go into other courts to retrieve balls while play is in progress.
- 39.2.2. When balls are rolling into a court that may pose danger to students, activities should be stopped at once.
- 39.2.3. Games should be taught on level ground that is clean, dry, non-slippery and free from dangerous objects.
- 39.2.4. Posts and stands should be adequately secured or anchored to the ground.
- 39.2.5. Students should be directed not to jump over the nets.

39.3. School Specific Considerations

To be inserted by each school.

40. Volleyball

40.1. Teaching Considerations

- 40.1.1. All students should warm up appropriately.
- 40.1.2. Sufficient space should be allowed for games.
- 40.1.3. Students should be encouraged to wear knee pads.

40.2. Facilities and Equipment

- 40.2.1. Balls should not be over-inflated, and should be inspected regularly for damage.
- 40.2.2. Equipment, especially balls should not be left lying around on the court when not in use.
- 40.2.3. Ducking under the net should not be allowed.
- 40.2.4. Students should not be allowed to go into the courts to retrieve balls while play is in progress.
- 40.2.5. When balls are rolling into the court which may pose danger to students, activities should be stopped at once.
- 40.2.6. When practicing spiking in volleyball, balls should not be rolled back under the net. They should be returned from either side of the court.
- 40.2.7. Games should be taught on level ground which is clean, dry, non-slippery and free from dangerous objects.
- 40.2.8. Posts and stands should be adequately secured or anchored to the ground.
- 40.2.9. The playing area should be free of any obstruction for at least 3m outside all boundary lines, except the posts. Where a distance of 1m is not possible, any obstruction that protrudes should be removed or padded.
- 40.2.10. Winding handles on posts must be correctly folded when not in use.
- 40.2.11. Students should be directed not to lean on the nets or posts.

40.3. School Specific Considerations

To be inserted by each school.

STRIKING AND FIELDING

41. Cricket/Rounders/Softball/Baseball

41.1. Teaching Considerations

- 41.1.1. Sufficient space should be allowed between students.
- 41.1.2. When introducing skills teachers should consider using softer or larger training balls or lighter/training bats.
- 41.1.3. Bowlers or pitchers should not bowl/pitch to batters who are not ready.
- 41.1.4. Cricket - Teachers should discourage students from bowling fast short pitched balls and fast high full tosses. The following rule is to be implemented:
- 41.1.5. "Any ball that passes above the waist of a batter in his or her normal batting stance should be called a NO BALL by either umpire."
- 41.1.6. Cricket and rounders bats should always be carried between bases or stumps. They should not be thrown away after striking the ball and beginning to run. Softball players should always be taught to set the bat down after hitting and before running to a base.
- 41.1.7. Backstop/Catchers/Wicket Keepers should be reminded and positioned at a safe distance behind the batter to avoid being struck by a backswing.
- 41.1.8. When hitting objects to make them airborne, adequate space should be provided. Students should be reminded to be aware of the distance, speed and direction of airborne objects.
- 41.1.9. Students waiting their turn or when on the field close to the batter should be reminded and positioned at a safe distance from the striker.
- 41.1.10. Students should be encouraged to run through a base rather than slide.
- 41.1.11. Warm up of throwing arms should be gradual and build on distance.
- 41.1.12. Teachers are recommended to use "hold the ball" and students should stop throwing immediately.
- 41.1.13. When students are throwing hard balls they are recommended to throw in the same direction parallel to other working groups, unless adequate space is given. Students should also be encouraged to make eye contact with a person catching a ball.
- 41.1.14. **Bowling considerations for cricket matches**
 - UNDER 14 YEARS**
 - Match** -Five overs maximum each spell, ten overs maximum for a day
 - Practice** -2 practice session per week with a limit of 30 balls per session
 - UNDER 16 YEARS**
 - Match** -Six overs maximum each spell, fourteen overs maximum for a day
 - Practice** -2 practice session per week with a limit of 36 balls per session
 - UNDER 19 YEARS**
 - Match** -Eight overs maximum each spell, twenty overs maximum for a day

41.2. Facilities and Equipment

- 41.2.1. Running areas should be free from hazards and practices moved to avoid worn or uneven playing areas.
- 41.2.2. Catching mitts/gloves should be worn as appropriate for softball and cricket.
- 41.2.3. The chosen playing area should avoid injury and damage to other people, buildings and cars.

41.2.4. Cricket nets should be maintained in good condition and positioned so that users of adjacent areas are not at risk of being hit by balls from the nets. A roof net is desirable.

41.2.5. When using hard balls for softball and baseball suitable protective clothing or helmets should be worn.

41.2.6. If using leather or composition cricket balls the:

- wicketkeeper must wear a pair of pads, a pair of wicket keeping gloves and a genital protector (if male) and a helmet when keeping up to the stumps.
- batters must wear a helmet, well fitted pads and batting gloves. Batters (if male) must wear a genital protector.
- students 12 years and under should use a 142 gram leather/composition cricket ball (a 156 gram ball can be used for male representative matches).
- boys 13 years and over use a 156 gram leather/composition cricket ball and girls 13 years and over use a 142 gram leather/composition cricket ball.

41.2.7. Equipment used for cricket, rounders and softball should be checked to ensure that it will not harm those using it or others (e.g. check handles of bats are not loose or cause splinters, or stumps / bases do not have sharp edges or slip if a runner makes contact).

41.3. **School Specific Considerations**

To be inserted by each school.

AQUATICS

42. Swimming

42.1. Teaching Considerations

- 42.1.1. Any person teaching swimming should follow the protocol stipulated by their qualifications from an appropriate national governing body.
- 42.1.2. There must be at least one teacher for every 32 students and providing that the required number of lifeguards is present.
- 42.1.3. The number of students should be checked from time to time, especially at the beginning and at the end of the lesson.
- 42.1.4. Two lifeguards on duty at all times when students are in the swimming pool complex.
- 42.1.5. Lifeguards should always be in a position where he/she can see the whole class.
- 42.1.6. A “buddy system”, ability group, etc. should be adopted in swimming lessons. Students should be taught to report any accident to the teacher/lifeguard immediately.
- 42.1.7. Before the swimming lesson, students should inform the teacher of any wounds or infectious diseases, like skin or eyes diseases, for which swimming should be avoided.
- 42.1.8. Discipline must be strictly enforced. The teacher must ensure that no students enter the pool without his/her permission. The teacher must also ensure that all students have left the pool after a lesson. He/she should not dismiss the class inside the pool complex.
- 42.1.9. When swimming lengths teachers must ensure that students are aware of which side of their lane they are swimming to avoid collisions.
- 42.1.10. Teachers should pay attention to the weather forecasts before the lesson. When there are thunderstorm warnings, rainstorm warnings or tropical cyclone warnings, swimming lessons to be conducted at outdoor swimming pool must be cancelled. The lightning location indicator on the HKO website is a more reliable indicator which can be monitored on a PDA at the poolside.
- 42.1.11. When there is a thunderstorm during swimming lesson, students should stay out of water immediately and go to a safe and sheltered place.
- 42.1.12. In cold weather, students should have adequate warm up exercise and should not stay in the water for too long.
- 42.1.13. In case of an emergency in the pool, a potential drowning, administering first aid is a priority and the ambulance service should be called immediately. The school authority, the duty-staff of the pool and the parents should be informed as soon as possible.
- 42.1.14. Schools operating their own swimming pools should make students aware of the emergency drills to clear the pool. An agreed signal system such as using a whistle or other audible warning should also be established.
- 42.1.15. Teachers should teach students the following precautions:
 - *Do not run, jump or chase about at the pool surrounds.*
 - *Unless having been properly trained, do not use diving apparatus such as masks, snorkels, etc.*
 - *Stay out of the water when there is a thunderstorm or lightening nearby.*
 - *Follow the instructions and be alert to the warnings on notice boards.*
 - *If experiencing difficulty in the water, – keep calm, do not panic, conserve energy and breathe normally; – try to tread water or float on back; and – shout for help.*
 - *NEVER pretend to be in difficulty.*
 - *Eating should not be allowed during swimming lesson especially sweets and chewing gum, etc.*

- *Any form of unstructured rough play in or out of the water should be forbidden.*
- *Do not hang on the lane ropes.*
- *Do not dive or use the diving board without permission.*
- *Divers should ensure that the entry area is clear. Other students should not be permitted to swim near the entry area.*

42.2. Facilities and Equipment

- 42.2.1. Schools operating their own swimming pools must ensure that the pool is licensed and safety measures are met. When the pool is not in use, schools should ensure that no one could enter without permission.
- 42.2.2. Schools operating their own swimming pools should regularly conduct water safety drills.
- 42.2.3. Swimming caps should be worn by students with long hair.
- 42.2.4. Swimming caps or wrist bands must be worn by students for easy identification.
- 42.2.5. When goggles and masks are used, they should not be made of glass or breakable plastic and should be taught how to take goggles on and off to avoid eye injury.
- 42.2.6. Floats and other aids are useful in learning swimming. Teachers should direct the use of aids, especially for beginners.
- 42.2.7. For teaching of beginners in class situation, the depth of water should be shallow enough to enable students to stand on the bottom of the pool with their shoulders out of water.
- 42.2.8. For a surface dive or back stroke start, the water must be at least 1.1 m deep; and for other dives at least 2 m deep.
- 42.2.9. First Aid and Spinal boards should be available at all swimming pools.

42.3. School Specific Considerations

To be inserted by each school.

43. Water Sports - Canoeing, Kayaking, Dragon Boating and Sailing

43.1. Teaching Considerations

- 43.1.1. Any staff engaged in teaching or supervising these activities on any body of water other than a swimming pool needs to have national governing body qualifications and should follow the protocol and guidelines of that governing body.
- 43.1.2. It is imperative that any staff involved in these activities sticks to the remit of their qualification.
- 43.1.3. There must be at least one teacher for every 8 students (if the age of the students is between 8 and 13, a teacher/instructor should supervise no more than 6 students).
- 43.1.4. Students should pass the following water tests before taking part in these activities:
- swim 50m with light clothing on;
 - tread water for one minute; and
 - surface dive and swim underwater for a distance of 5 metres.
- 43.1.5. The teacher should make sure that the approved life jackets (i.e. those conforming to Euro Norm 393/395/396 or other safety standards by other countries) are worn at all times during these activities.
- 43.1.6. Students should be reminded not to conduct these activities alone, not to overstate their skill or experience and be reminded to comply with relevant safety rules.
- 43.1.7. Drills related to capsizing and rescue procedures should be conducted.

43.2. Facilities and Equipment

- 43.2.1. Equipment being used for these activities are up to safety standard before use.
- 43.2.2. Each canoe, kayak, dragon boat or sailing boat should be inherently buoyant or equipment with separate buoyancy capable of supporting the participants and the craft on water in the event of capsizing.
- 43.2.3. Appropriate clothing and heel-toe-covered rubber shoes should be worn. Slippers or heavy clothing and shoes are not recommended.

43.3. School Specific Considerations

To be inserted by each school.

GYMNASTICS INCLUDING DANCE

44. Dance

44.1. Teaching Considerations

- 44.1.1. Students should wear suitable clothing and footwear.
- 44.1.2. A teacher-led warm up should be carried out to ensure students are adequately warmed-up for coping with the physical demands of the lesson, in particular for high level and strenuous dance activities. Cool down activities should be done at the end of the activity.
- 44.1.3. Sufficient space between students should be allowed to avoid collision and causing obstruction to each other.
- 44.1.4. Activities should be arranged according to the abilities of students.
- 44.1.5. Activities which can bring the students to excessive stress and strain should be avoided.

44.2. Facilities and Equipment

- 44.2.1. Teachers should take necessary measures to ensure that facilities, e.g. condition of floor, positioning of wall mirror and railing, etc., is safe for practice.
- 44.2.2. Dancing room should be kept dry and well ventilated and should be regularly cleaned and sanitised.
- 44.2.3. Floors should ideally be sprung, or the use of Mats should be used for landing and floor-work.
- 44.2.4. Any obstacles should be removed safely from the space, and the space large enough to accommodate all of those who will be working in it.
- 44.2.5. Teachers should make sure that the sound equipment has been tested and is safe for use. Care must be taken when connecting to power outlets.
- 44.2.6. When props and aids are required, designs with sharp-edges or involving naked flame should be avoided.
- 44.2.7. Students should be directed not to collide with or lean on mirrors or railings.

44.3. School Specific Considerations

To be inserted by each school.

45. Gymnastics

45.1. Teaching Considerations

- 45.1.1. Students should wear suitable clothing and footwear.
- 45.1.2. Students should be trained in the proper ways of carrying, erecting, checking and dismantling apparatus.
- 45.1.3. Insecure or broken apparatus should not be used.
- 45.1.4. Over-crowding on apparatus is dangerous and should not be allowed.
- 45.1.5. Firm rules should be established to prohibit undesirable behaviours such as screaming, pushing or horse playing.
- 45.1.6. Students should be reminded to warm up thoroughly before and cool down after exercise.
- 45.1.7. Students should be taught to do proper supplementary exercise to enhance flexibility and strength to facilitate the learning of various gymnastics skills.
- 45.1.8. Students should be taught to move sensibly to avoid collision and obstruction to others.
- 45.1.9. Tasks should not be set beyond students' abilities.
- 45.1.10. Teacher should introduce the basic mechanic of movement being taught so that students can perform the task safely.
- 45.1.11. Somersaults, and throwing and catching of partner in Sports Acrobatics must not be taught in PE classes.

45.2. Facilities and Equipment

- 45.2.1. In teaching gymnastics, appropriate mat and/or polypads should be used for landing.
- 45.2.2. If mats are put together for landing or floor work, they should provide an even surface. Gaps between mats should be avoided.
- 45.2.3. Apparatus should be properly arranged to ensure that students engaged in various activities do not collide with walls, windows, obstacles or other students. The approach and landing areas should be kept clear.
- 45.2.4. Teachers should ensure that the set-up and positioning of apparatus are safe and the apparatus should be adjusted to meet the needs of individual student.
- 45.2.5. In the teaching of trampolining, a minimum of 5m but preferably 6m clearance between the floor and the ceiling or any hanging objects is recommended.
- 45.2.6. There should be a minimum of 2m but preferably 3m clearance around the trampoline. Sufficient polypads should be placed at the four sides of the trampoline.

45.3. School Specific Considerations

To be inserted by each school.

46. Trampolining

46.1. Teaching Considerations

- 46.1.1. Trampolining should only be carried out under the supervision of a qualified PE teacher who holds a trampolining proficient certificate (British Gymnastics Association 1 and 2).
- 46.1.2. Students should step onto the frame of the trampoline then onto the bed. They should not step on the springs or cables. Never allow jumping from the trampoline onto the floor.
- 46.1.3. When working on the trampoline, there should always be at least four spotters, one on each side of the trampoline.
- 46.1.4. Spotting techniques should be taught and spotters should be ready at all times to push the performer back onto the trampoline and be ready at all times to offer protection.
- 46.1.5. It is desirable to teach students the correct control of the bounce and to master how to stop before teaching other skills.
- 46.1.6. In teaching situation, only one student is allowed to bounce on the trampoline at any one time. They must not be allowed to practise barefooted.
- 46.1.7. Teachers should insist that the children should step onto the frame then on to the bed, and not on the springs or cables.
- 46.1.8. The correct way of folding and unfolding a trampoline should be taught and strictly supervised in all occasions. When it is not in use, the trampoline should be folded and locked.
- 46.1.9. Roller stands taken off from the frame must be placed well away from the trampoline.
- 46.1.10. The space beneath the trampoline should be kept clear. Students should not be allowed to crawl under the trampoline.
- 46.1.11. No games should be conducted nearby when trampolining is in progress.

46.2. Facilities and Equipment

- 46.2.1. In teaching gymnastics, appropriate mat and/or polypads should be used for landing and end decks should be constructed.
- 46.2.2. If mats are put together for landing or floor work, they should provide an even surface. Gaps between mats should be avoided.
- 46.2.3. Apparatus should be properly arranged to ensure that students engaged in various activities do not collide with walls, windows, obstacles or other students. The approach and landing areas should be kept clear.
- 46.2.4. Teachers should ensure that the set-up and positioning of apparatus are safe and the apparatus should be adjusted to meet the needs of individual student.
- 46.2.5. In the teaching of trampolining, a minimum of 5m but preferably 6m clearance between the floor and the ceiling or any hanging objects is recommended.
- 46.2.6. There should be a minimum of 2m, but preferably 3m, clearance around the trampoline. Sufficient polypads should be placed at the four sides of the trampoline.

46.3. School Specific Considerations

To be inserted by each school.

SPORTS INVOLVING WEAPONS

47. Archery

47.1. Teaching Considerations

- 47.1.1. Archery Activities can only be conducted under supervision of qualified coaches/instructors.
- 47.1.2. The bow can only be pointed towards the target, no matter an arrow is nocked or not.
- 47.1.3. No running in the archery range.
- 47.1.4. Only archers of their turn can step onto the shooting line. Others shall not disturb archers who are shooting.
- 47.1.5. Listen to coaches' / instructors' signal of shooting control. E.g. whistle sound.
- 47.1.6. Step across the shooting line when shoot, step back from the shooting line once one has finished his/her arrows.
- 47.1.7. When retrieving the arrows, making sure no one is standing close to the arrow nock. Hold the target with one hand when retrieving the arrows to make sure the target does not fall.
- 47.1.8. Coaches and instructors have the right to ask participants who choose to ignore or neglect the rules to leave the shooting range for safety concern.

47.2. Facilities and Equipment

Setting

- 47.2.1. Equipment should be inspected regularly for damage.
- 47.2.2. No other activities are allowed behind the archery range when archery activity is being conducted.
- 47.2.3. Archery range has to be fenced-off and / or warning signals have to be placed to restrict people movement across the shooting area.
- 47.2.4. A clear shooting line and waiting line / waiting zone are required.
- 47.2.5. A sufficient buffer zone or backstop is required to block any arrows missing the targets.
- 47.2.6. Archery activities can be conducted outdoors with the same precautions.

Clothing

- 47.2.7. Clothing should fit snugly. If the archer has loose clothing it should be fastened down.
- 47.2.8. Any items has potential problem with string clearance has to be removed. E.g. jewellery, bracelets, necklaces, etc.
- 47.2.9. Tie-up long hair. Turn around caps. Empty chest pockets. Remove crest, badges and pins.
- 47.2.10. Stable footwear - sport shoes preferably - should always be worn on the range.

Bows, arrows and targets

- 47.2.11. Bow and arrow should be inspected regularly for damage.
- 47.2.12. Targets should be steady placed on the stands.
- 47.2.13. When carrying or using archery equipment, never point an arrow at another person. Always keep arrows pointing downrange or toward the ground.
- 47.2.14. The shooting area and appropriate area outside should be free of any obstruction and
- 47.2.15. Barrier should be blocked for not allowing other to access.

47.3. School Specific Considerations

To be inserted by each school.

48. Fencing

48.1. Teaching Considerations

- 48.1.1. Coaches need to have all students to have proper warm up and stretching before fencing.
- 48.1.2. Students will be taught the fencing safety rules.
- 48.1.3. Students need to wear the padded, long-sleeved white jacket, and protector for practice.
- 48.1.4. Fencers must always be masked when weapons are raised, point forward.
- 48.1.5. Violent fencing actions are not permitted.
- 48.1.6. Do not use body contact nor use the unarmed hand against your opponent.
- 48.1.7. Fencers are responsible for preventing body contact, injury, and weapons breakage.
- 48.1.8. Fencers on the floor have right of way. Persons not fencing are obligated to keep themselves and their gear clear of fencers on the floor

48.2. Facilities and Equipment

- 48.2.1. Mask, jacket, long pants, and gloves must always be worn when fencing. Wear proper shoes for fencing (court or fencing shoes).
- 48.2.2. Check the weapons are in good condition without breakage.
- 48.2.3. Weapons must be carried point down at all times. A weapon is only pointed at another person when that person is fully masked and ready to fence or drill.
- 48.2.4. Inspect weapons and mask before each use. Do not put the broken gear or item back into storage bag.
- 48.2.5. Make sure the training areas are clean, dry and without hazards.

48.3. School Specific Considerations

To be inserted by each school.



APPENDIX A1 PLANNING CHECKLIST FOR APPOINTED TEAM MANAGERS- compulsory for High Risk activities, recommended as guidelines for other activities.

Initial planning stage	Complete
Sports activity Proposed	
Activity Leader(s)]	
Location(s)	
Dates and times	
What is the level of risk?	
Logistics planning	
Staffing and staff qualifications requirements	
First aid available at site? Check with venue if staff attending are not qualified	
Approval and risk assessment for high risk activity only	
Travel arrangements	
Costing	
Equipment needed (if any)	
Briefing parents	
Advise students	
Letter or email to parents (including itinerary, travel arrangements, staffing, contact numbers, equipment list}	
Book transport if needed	
Collect parental reply slips or emails	
Collect medical/dietary information on students [from Gateway]	
Analyse medical information and follow-up if necessary	
Staff briefing if relevant	
Final Check	
Weather/API checked prior to departure	
Student briefing	
Post-trip action	
Complete accident forms and communicate with parents, senior leaders and ESF if necessary	
Add near misses to appendix	
Complete accounts if any	

Signed: _____ Role: _____ Date: _____



APPENDIX A2 APPROVAL FORMS FOR ALL SCHOOLS– COMPULSORY - High Risk Sporting activities offsite

A3.1 APPROVAL FORM – HIGH RISK SPORTING ACTIVITY

<i>Sporting activity</i>			
<i>Leader</i>		<i>Other staff</i>	
<i>Year levels participating</i>		<i>Approx No. Students</i>	
<i>Destination[s] Dates and Times</i>		<i>Special considerations (staff qualifications and training needs [see section 11 on page 13, equipment, etc.]</i>	
<i>Activities Other Agency or Service provider[s] involved</i>		<i>Other</i>	
<i>Approval is given as a HIGH risk sporting activity</i>		<i>The planning process must follow ESF guidelines.</i>	
<i>Signed:</i>		<i>Date:</i>	



APPENDIX B1 – EXAMPLE OF A PARENTAL CONSENT FORM FOR THE PARTICIPATION IN PE CLASSES

Note This is a model letter that should be adapted and completed at the beginning of the school year by all parents.

Dear Parents,

As well as the promotion of health, fitness and being physically active, PE is a valuable tool to assist a number of ESF goals for students by educating the whole child and enabling them to also learn about team work, responsibility, leadership, respect and fair play. PE classes take place within the school day. **We therefore request your general permission for staff to undertake such activities during the course of the year.**

Our teachers and other accompanying staff are well trained in managing students and also recognise their responsibility to promote a culture of safe practice for your son or daughter. PE classes will be age-appropriate and will be supervised. Appropriate risk management and control measures will have taken place.

If a medical emergency should arise, the staff will act in the interests of your child and, after contacting the emergency services, the leader will contact you as a matter of priority. However, in the event that this proves to be impossible we ask for your permission to authorise medical treatment.

The permission you are giving does not absolve all rights under the law.

If you have any further questions please contact the school.

Yours sincerely

Principal/Vice Principal

I have carefully read your letter dated _____.

I have ensured that my son/daughter _____ of Form/Class _____ understands that it is important for his/her safety and the safety of the group that he/she obeys any rules and instructions given by the staff in charge.

I understand that, whilst the staff in charge of the PE classes will take all reasonable care for their health and safety, however they cannot be held responsible should my child breach the rules or instructions of the trip, unless they are found to be negligent, for any injury, illness, damage or loss suffered by my son/daughter during or arising out of the journey.

In the event of an emergency, I authorise any member of the school staff present, to consent to such medical treatment in an emergency and which, in the opinion of a qualified medical practitioner, may be necessary for my child.

Please make the following arrangement for my son/daughter:

(Please put a “√” in the appropriate box)

- My child is suitable for participating in PE classes.
- My child is not suitable for participating in PE classes. Relevant medical certificate is attached.



- Please exempt my child from participating in PE classes from _____ to _____.
Relevant medical certificate is attached.

- My child is only suitable for participating in the types of activities recommended by his/her doctor.
Relevant medical recommendation is attached.

Parent's signature: _____

Date: _____

Parent's name in block letters: _____

Student's HKID Card/Passport No _____

Emergency Phone Contact 1 _____

Emergency Phone Contact 2 _____

Emergency Phone Contact 3 _____



APPENDIX B2 – EXAMPLE OF A PARENTAL CONSENT FORM FOR OUT OF SCHOOL VISITS AND ACTIVITIES INCLUDING LOW AND MEDIUM RISK SPORTING AND EXTRA-CURRICULAR ACTIVITIES

Note This is a model letter that should be adapted and completed at the beginning of the school year by all parents if the school wishes to undertake trips of a low or medium risk nature.

Dear Parents,

An ESF school experience involves short trips off campus for fieldwork, sports activities and visits to charities and other schools. These take place within the school day or immediately after school. The administration of these low or medium risk activities would be unnecessarily bureaucratic if we had to write to you each time we wished to take your son/daughter off campus. **We therefore request your general permission for staff to undertake such activities during the course of the year.**

This is not permission for anything that involves overnight stays, adventurous activities and/or anything that involves payment. For such activities separate consent forms will be issued. This permission covers such low or medium risk activities as transit to sports grounds, fieldwork in the immediate locality of the school, short trips to other schools and ESF Centre as well as visits to charities.

Please refer to “Table of risk related to sporting activities” details are attached. *[Schools to insert]*.

Our teachers and other accompanying staff are well trained in managing students and also recognise their responsibility to promote a culture of safe practice for your son or daughter. These trips or activities will be age-appropriate and will be supervised and in places with easy access to medical care. Appropriate risk management and control measures will have taken place.

If a medical emergency should arise, the staff will act in the interests of your child and, after contacting the emergency services, the leader will contact you as a matter of priority. However, in the event that this proves to be impossible we ask for your permission to authorise medical treatment.

The permission you are giving does not absolve all rights under the law, and we also feel that you need to be aware that our school is undertaking such activities.

[Optional] We also ask you to speak to your son or daughter and emphasise that the school code of conduct will apply.

If you have any further questions please contact the school.

Yours sincerely

Principal/Vice Principal

I consent to my son/daughter _____ of Form/Class _____ being allowed to **join short term low or medium risk** educational visits and out of school activities organised by _____ School.

I agree to him/her taking part in any of the activity or activities proposed.

I have ensured that my son/daughter understands that it is important for his/her safety and the safety of the group that he/she obeys any rules and instructions given by the staff in charge.

[Optional] In particular, my child has been made aware of the following Code of Conduct. Students will be expected to exercise self-discipline, to show courtesy and consideration to staff, fellow students and members of the public.



Should my son/daughter be in breach of this code of conduct and any Hong Kong laws, I agree to support the school's implementation of appropriate disciplinary action which may include returning the student home at my expense.

I understand that, whilst the staff in charge of the members of the group will take all reasonable care for their health and safety, however they cannot be held responsible should my child breach the rules or instructions of the trip, unless they are found to be negligent, for any injury, illness, damage or loss suffered by my son/daughter during or arising out of the journey.

In the event of an emergency, I authorise the leader of the trip or any member of the school staff present, to consent to such medical treatment in an emergency and which, in the opinion of a qualified medical practitioner, may be necessary for my child.

Parent / Guardian's signature: _____

Date: _____

Parent / Guardian's name in block letters: _____

Student's HKID Card/Passport No _____

Emergency Phone Contact 1 _____

Emergency Phone Contact 2 _____

Emergency Phone Contact 3 _____



APPENDIX B3 – EXAMPLE OF A PARENT CONSENT LETTER FOR SPORTING ACTIVITIES - ADVISORY

Note - This is a model letter that should be adapted and completed for sporting activities of a medium and high risk activity and especially those offsite. It will eventually be generated from the Gateway.

Dear Parents,

Your son/daughter has signed up or been selected for the following sporting activity. We seek your permission for them to participate in it.

Name and nature of Sporting Activity:	
Sporting Activity Leader [s]	
Dates, Day and Location of Activity **	
Transport Arrangements	
Equipment Needed	
Cost	
Other notes	

Please return the consent slip to the staff member leading the activity.

We would be grateful for the return of this consent form by <insert date>

Yours sincerely

Please return this form to _____

	Please initial
I have read the synopsis above and agree to the participation of my son/daughter in the above sporting events organised by	
I have also: updated my son/daughter’s medical information and contact information as necessary on the gateway	
I have paid or enclose a fee associated with this activity	
I am aware of the code of conduct and ensured that my son/daughter understands that it is important for his/her safety and the safety of the group that he/she obeys any rules and instructions given by the staff in charge	

Signed	Date
Name	Relationship to Student

**Fixtures for school matches and meets will be confirmed by email and/or the school bulletin/website once they are finalized. Any changes to fixtures due to inclement weather or unforeseen circumstances will also be communicated in this way.



APPENDIX B4 MEDICAL INFORMATION AND CONTACT DETAILS UPDATE FOR SPORTING ACTIVITIES - ADVISORY – CONFIDENTIAL

Note This procedure will be conducted by the Gateway – this is a paper version for schools to use in conjunction with the approval letter should it be necessary.

Activity		
Date of activity		Team Manager

Full Name of Student		Class
HK ID Number		

Details of any current medical condition (e.g. allergies, asthma, diabetes, epilepsy, etc).	
Details of any current medical treatment including medication they are taking or will bring on the trip.	
Details of any dietary requirement or allergy information.	
Are there any physical activities your child may have difficulty taking part in? If so, please submit a medical certificate for the school's reference.	
Any other information about the student we should be aware of.	
Emergency Telephone 1	Emergency Telephone 2

Declaration:

I have completed this medical form accurately, truthfully, and to the best of my knowledge as of today's date. I understand that it is my responsibility to inform the school of any previous or new health problems or injuries and I am aware that if I have not, the school cannot be held responsible for the consequences.

I hereby give consent and full authority for the staff or agents of the school to arrange for and consent to any medical treatment or hospitalization for my child while s/he is in the care of the school. I further authorize these staff members to enter into and execute, on my behalf, such documents or consents as may be required by Medical Practitioners, Health Care Professionals or Hospitals for such purposes. I have read the communications sent by the school relating to this trip and give consent to my son/daughter's participation.

Signed		Date	
Name		Relationship to student	

Collection of Personal Data

Purpose of Collection:

Personal data collected from your child is only used for handling matters relating to his / her health and safety. Though the provision of such data is done entirely on a voluntary basis, insufficiency of information



may make the school unable to have a clear picture of your child's medical history. We may not be able to provide proper assistance to him / her in case of accident.

Access to Personal Data

According to Personal Data (Privacy) Ordinance, you have the right to access and correct the data supplied. Please contact the school if necessary.

APPENDIX C1 FIRST AID KITS - ADVISORY

C1.1 Recommended ESF Sports First Aid Kits for Sporting Activities

It is strongly recommended that schools purchase standard first aid kits. It is suggested that kits supplied to staff are the same as those used in standard and sport first aid training courses. These should be checked and monitored regularly and returned to a central point so that they can be replenished.

C1.2 Standard First Aid Kits

1. Gauze pads, 7.5 x 7.5cm
2. Plasters/strip dressing (Primapore)
3. Clear wound dressings, 6 x 7cm such as Tegaderm or Op-site
4. Standard wound dressing (e.g. No.13) to handle big open wound
5. Micropore tape, 0.5cm
6. Insulation (electrical tape)
7. Elastic bandage, 7.5cm
8. Self-adherent elastic bandage, 7.5cm such as Coban or Co-Plus x 1
9. Triangular Bandage with safety pins x 1
10. Emergency Shears, 7 ½"
11. Cotton sticks and cotton wool
12. Tweezers
13. Scissors
14. Forceps
15. Saline solution, for use as eye wash or cleaning wounds
16. Alcohol
17. Ice pack x 1
18. SAM™ Splint x1
19. Sterilising Hand Gel
20. Gloves, disposable, large x 6.
21. CPR masks and plastic gloves; barriers to infection
22. Surgical masks
23. Electronic thermometer
24. Emergency foil blanket
25. Light sticks/head torch
26. Oral rehydration powder (such as GES 45)
27. Whistle
28. Notebook and pen
29. Pocket First Aid Guide
30. Emergency helpline (such as contact phone number of the nearby ambulance station)
31. Automatic External Defibrillators

C1.3 Extra items recommended for sports events etc

32. Ice pack x 1 [or more as necessary]
33. Triangular bandage x 1
34. SAM™ Splint x 1 pc
35. Self-adherent bandage, 7.5cm such as Coban or Co-Plus x 1pc
36. Sterile-strips, medium size, to keep wound edge together x 1pack
37. Vaseline tube or stick, for blisters (closed) and 'hot spots.
38. Cling film to use to hold ice onto limbs for bruises
39. Regular ice and disposable plastic bags (chemical packs are of very limited use and fairly ineffective)
40. More saline solution or chlorohexidene to irrigate wounds or flush "grass burns"
41. Sunblock
42. Nail clippers for ensuring that student nails are of an appropriate length for the sporting activity

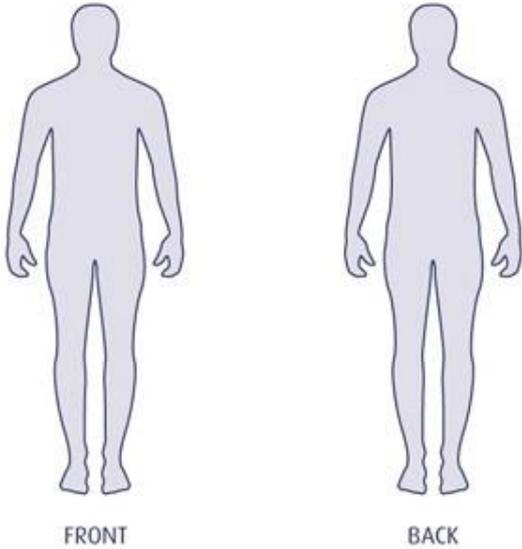


APPENDIX D1 INCIDENT REPORTS AND FIRST AID MEDICAL ATTENTION - - COMPULSORY FOR ALL INCIDENTS THAT REQUIRE PARENT COMMUNICATION

D1.1 Copies of this form should be easily available and be kept in or with the first aid kit whilst on any activity.

D1.2 One copy should be kept for the school records in a central place and one copy put on the student file.

D1.3 Communication to a parent/guardian is essential and should be immediate. Follow-up later by the school may also be necessary.

Name of injured		Class	
Venue		Date and time	
Sporting Activity			
Description of incident			
 <p>FRONT BACK</p>		Description of injuries	
		Treated by	
		Party Leader	
		Other staff involved	
Action taken by person in attendance			



APPENDIX D2 ACCIDENT REPORT FORM FOR INSURANCE - - COMPULSORY FOR ALL INCIDENTS THAT INVOLVE POTENTIAL HEAD, NECK OR SPINAL INJURIES AND FRACTURES

You can access this form from [Gateway](#)→ [Finance](#)→ [Procurement](#) → [General Insurance](#) → [Insurance Form](#)→ [Accident Report Form](#).



APPENDIX E1: EMERGENCY CHECKLIST FOR SPORTS LEADERS

Note The following are suggested procedures in the event of an incident. It is advised that a copy be kept accessible or in the first aid kits when offsite.

Action	Notes if necessary
The leader should assume control quickly and firmly.	
Check the scene; make it safe for you, patient and any bystanders. Stop activity immediately. Check the patient, <u>do not move them if suspected head, neck or back injury.</u> <u>If unconscious, treat as a spinal injury and do not move unless CPR is required.</u> If suspected head, back or neck injury maintain C spine precautions until ambulance arrives. Prevent further injury. Delegate actions, including initial first aid.	
Ensure the rest of the group are safe .	
Send or call for help on 999/112.	
Protect patient from the elements (sun/rain).	
Continue first aid treatment of casualties until medical assistance arrives.	
Ensure an adult accompanies the injured student(s) to hospital and that you know which hospital they are being taken to. Confirm the identity of the injured student(s) and give all medical information to emergency crew, including medical permission form.	
Check the well-being of the rest of the group and inform them of events. Check all are present.	
Inform your emergency contact who should implement the (critical) incident procedure. They should have your contact number already.	
Record details so that an accident report can be completed later.	
Fill in accident report. There should be one in every first aid kit.	

Immediately after the incident

Get help to record details from witnesses if required.	
Do not discuss the incident with anyone except the police and school contact.	
Do not admit liability.	
Do not speak to the media without prior approval from the Principal or VP i/c school trips. If approval is given state only facts – do not answer questions or give opinions.	
And Later	
Complete all paperwork especially Appendix D2 , informing the Insurance Company, ESF Centre contact and completing accidents and near misses form.	
Review the effectiveness of current procedures with Health and Safety Group and Principal or his or her delegated authority.	



Appendix F1 APPROVAL OF OUTSIDE AGENCIES – COMPULSORY

In order to maintain the highest levels of safety for students and staff of the English Schools Foundation we request that outside agencies provide information about the services they provide.

Please include supporting documents, or to include information which is not requested below, but which you feel is relevant.

If there is more than one coach/trainer/tutor from your company that will be used to deliver the sport/activities to ESF students, then please provide names and information requested below for each person.

Request	Evidence or reference to evidence
1. When was your company formed? Please provide evidence such as business registration	
2. How long have you been delivering this activity/sport?	
3. Please provide relevant qualifications for all coaches delivering. Qualifications must be current and certified from a nationally recognised governing or supervisory body, in the activities/sport to be delivered.	
4. Please provide First Aid Certificates for all coaches.	
5. Please provide written examples of the following: a. Safety Policies b. Risk Assessments c. Incident Plans	
6. Does your company conduct or provide regular training for staff?	
6a If yes, please specify the nature of the training and the dates of the last training session undertaken by the coaches/trainer/tutor delivering. Use a separate sheet if needed.	
7. Provide evidence of how you monitor the compliance of your staff against your organisation's standards.	
8. Provide guidelines detailing essential equipment to be carried by your staff for this activity/sport.	
9. Provide up to date Insurance documentation that meets ESF requirements.	
10. Does your organisation maintain accidents records?	
10a If yes please provide an example	
11. Provide 2 references from other organisations that have used your services in recent years?	

Thank you for taking the time to complete this information.

If you would like to discuss any aspect of the information requested, or would like to add anything which is not included, please get in touch with:

Name:.....Position.....

Contact Details: (phone/fax/email)



Appendix G1 MONITORING PHYSICAL EDUCATION AND SPORTING ACTIVITIES: COLLATING ACCIDENTS AND NEAR ACCIDENTS AND SCHOOL EVALUATION PROCESS – COMPULSORY

G1.1 This form must be updated after every accident or near miss which will allow schools to act on this quickly to minimise risk and help prevent unnecessary accidents.

These data is being collected ESF wide so that the advisory group may assess the extent to which there are patterns of accidents /near accidents and which can be acted upon through amendment of policy.

G1.2 This form will be submitted once per year by 30th April to gather a Foundation-wide picture which will be followed by an ESF wide meeting not later than 15th June.

School	
Principal or Principal's Delegated Authority	
Other Staff at meeting	
Date of Review and Meeting	

Location and Date	Accident/Near Accident	Action Needed	Reference documents and location

Please return to Education Department, ESF Centre by 30th April each year.



**APPENDIX G2 ANNUAL RETURN: PHYSICAL EDUCATION AND SPORTING ACTIVITIES
– COMPULSORY**

G2.1 These data is being collected ESF wide so that the advisory group may assess the extent to which there are patterns which can be acted upon through amendment of policy.

G2.2 This form will be submitted once per year by 30th April to gather a Foundation-wide picture which will be followed by an ESF wide meeting not later than 15th June.

School	
Academic Year	
Estimated number of teams in school	
Estimated Number of Extra Curricular sporting activities	
Estimated number of competitive matches	
Staff training undertaken in this year	
Extent to which ESF procedures supported school activities	
Suggested changes to ESF procedures	
Signed	
Date	

Please return to Education Department, ESF Centre by 30th April each year.

APPENDIX H1 SUGGESTED LIFEGUARD JOB DESCRIPTION – ADVISORY

H1.1 Summary: Under general supervision, the lifeguard ensures the safety of people using an aquatic facility by preventing and responding to emergencies.

H1.2 An interview shall be conducted before deployment and School reserves full and final right for the deployment of lifeguard(s) at site.

H1.2 Requirements are as follows:-

- Good eyesight is required as standard for lifesaving duties, that is, meeting a minimum visual acuity of 6/60;
- Must be able to communicate fluently in Cantonese and English;
- Must possess a valid Pool Lifeguard Award from the Hong Kong Life Saving Society. The Award should be obtained or reassessed by the Hong Kong Life Saving Society within the preceding 3 years; and
- Have a valid First Aid Certificate of the St. John Ambulance Brigade, Hong Kong Red Cross or Auxiliary Medical Service.

H1.3 In addition the Lifeguard must be able to:

- react calmly and effectively in emergency situations.
- have skills in the application of lifeguarding surveillance and rescue techniques.
- prepare routine administrative paperwork.
- follow routine verbal and written instructions.

H1.5 Duties of a Lifeguard are as follows when people are using the facility:-

- Maintains constant surveillance of people in the facility; acts immediately and appropriately to secure safety of patrons in the event of emergency.
- Provides emergency care and treatment as required until the arrival of emergency medical services.
- Presents professional appearance and attitude at all times, and maintains a high standard of customer service.

H1.5 Duties of a Lifeguard are as follows when people are using the facility:-

- Performs various maintenance duties as directed to maintain a clean and safe facility;
- Prepares and maintains appropriate activity reports;
- Performs miscellaneous job-related duties as assigned by the school representative;
- General cleaning to the swimming pool deck, pool wall and bottom, all other fixtures;
- Testing and recording the water testing reading of the pool water;
- Performing maintenance duties;
- Assist set-up of the racing lanes and other equipment; and
- Measure/check the current weather, water temperature and air temperature to up-date the information of the weather information board hourly;

H1.6 Lifeguard duties during adverse weather conditions:-

- The pool shall be closed when typhoon signal no. 3 is hoisted.
- When the Hong Kong Observatory issue thunderstorm warning signal, the lifeguards shall advise and determine if the pool has to be closed. During the above-mentioned period, the lifeguards shall station in the School and prepare for all precautionary actions necessary.



- The pool should be closed when the typhoon signal no. 8 is hoisted. Relevant arrangement shall be made, such as taping the glass window, tighten the movable equipment, remove all furniture and equipment back to the storeroom.
- When the black rain storm warning or the typhoon signal no. 8 is hoisted before opening hours, the lifeguards shall report duty within two hours after the signal is lowered.