

Physical Activity policy guidance for schools

This document outlines **guidance** to help you develop a Physical Activity policy for your school.

A policy should be developed using a Whole School Approach and designed with school staff, pupils, parents & carers, and school governors. The policy should demonstrate how the school plans to embed physical activity across the school and its learning curriculum. Policies are essential for maintaining clear leadership and guidance to support health and wellbeing and should be reviewed every 2 years to ensure they remain relevant to the school's needs.

This guidance was developed by the Leicestershire Healthy Schools Team and will be reviewed every 6 months (next review date June 2023).

Your policy should include the following information:

Introduction

- Statement of intent - A statement which clearly outlines the school's stance on physical activity and, in line with its values and vision statement, including use by school staff, pupils, parents or other staff
- Legal Framework – relevant legislation and statutory guidance I.e., DfE (2013) 'Physical education programmes of study: key stages 1 and 2', DfE (2017) 'Statutory framework for the early years foundation stage'
- Roles & Responsibilities – including governors, head of school, PE lead/coordinator/teachers, pupils, parents, all staff
- Definitions (if applicable)
- Other linked documents and/or policies, i.e., uniform policy

Teaching and Learning

- Curriculum – a variety of physical activity opportunities are delivered across the curriculum, with reference to any PE schemes used in school
- Assessment and reporting – outline processes used to monitor, record and review progress with physical activity
- Cross-curricular links – how is physical activity incorporated across the wider curriculum
- Extra-curricular activities – what extra-curricular opportunities are available, do these opportunities change throughout the academic year, who delivers these opportunities, are they accessible for ALL pupils not just the traditionally 'sporty', are opportunities developed based on 'pupil voice'
- Active Travel – how does the school encourage and monitor active travel i.e., [Modeshift STARS](#)
- PE Kit and changing rooms - ensuring policies and processes are not a barrier for pupils to be active, especially those who are traditionally inactive or have a protected characteristic. Particular consideration should be given for pupils who may identify as a gender different to that recorded at birth
- Behaviour – code of conduct, handing of equipment, harm to others, links to behaviour policy
- Equal opportunities – how does the school ensure opportunities are suitable for all pupils
- Staff training and development – do you have a qualified teacher (QTS) trained in PE to lead on planning and delivery, rather than using internal or external 'sports coaches' to deliver your curricular and extra-curricular offer? Is training, advice, support (formal or informal) disseminated to all staff?

Health & Safety

- Refer to school's health and safety policy and risk assessments
- First Aid – boxes, qualified staff
- Swimming – taught by qualified swimming instructors
- Equipment – regularly checked, stored appropriately, and suitable for the age of children & young people
- Reporting incidents – the schools process of reporting incidents

Useful links and organisations

- Active Together - www.active-together.org/activeatschool
- School Sport & Physical Activity Networks (SSPANs) - <https://www.active-together.org/sspans>
- Youth Sport Trust - www.youthsporttrust.org/resources

Policy review

- Review process to take place at least every 2 years.
- Review process to include whole school (e.g., school staff, pupils, parents & carers, and school governors)