International Combat Martial Arts Unions Association
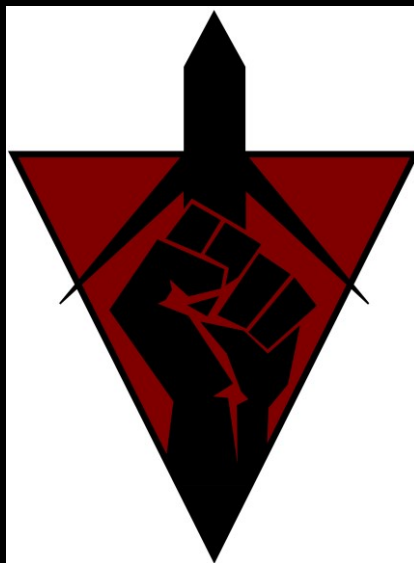

COMBAT MARTIAL ARTS PROGRAMMS

AND MANUALS ICMAUA

ICMAUA: CMAPM- 201608

戦士の拳武道
Senshi no ken budō

J Swallow-Gaunt

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戦士の拳武道

Senshi no ken budō

Motto

"Evil to them who Evil does"

The Spirit of SENSHI NO KEN BUDO

UK

Operation manual

The SHENSHI NO KEN BUDO

This Shenshi no ken Budo is to be taken by All students

"I (Full Name) hear by swear, promise I will never be the Aggressor

I Promise I will only use the Shenshi no ken budo to

Defend myself, my family and those who cannot defend themselves

Should I be faced with aggression

My Response will be swift and Just without hesitation

I Swear to up hold and follow the Spirit of Shenshi no Ken Budo"

Founder J Swallow-Gaunt

Overview

The Shenshi No Ken Budo system or Warrior fist Martial Art has been developed by Former soldier, qualified & accredited self defence instructor, Martial artist and close quarter combat instructor Master J Swallow-Gaunt.

The system has taken the very effective close quarter combat techniques taught to the British Army since world war 2 an is still used today by British commandos, The WE Fairbairn and Skyes fighting system. With added techniques, locks and restraints taught in Ju Jitsu and Aikido it is an extremely effective system.

It has been developed in alignment with the nationally recognised btec Breakaway self defence and physical intervention training that is delivered to both the private security sector and Police, Prison services and NHS trusts.

The system teaches praticial techniques that do not require years and years worth of martial arts experince and uses the science of the human physiology to deploy effective breakaway techniques.

It also teaches students to control their emotions and fear to remain in a effective emotional response to carry out the techniques to defend themselves.

All of the understanding and defensive techniques make an extremely effective fighting system.

Spirit

All instructors, students and members are required to understand the Shensei No Ken Budo system is purely a defensive discipline which must never be used to promote or provoke violence.

Aggression must only be used when faced with Aggression and the response must alway be reasonable and proportionate.

The takes into account is aligned with UK law regarding self defence and the use of reasonable.

Our syllabus has been developed to ensure maximum effectiveness to ensure students can defend themselves.

The Shensei No Ken Budo system can only be used to defend yourself, your family, property, prevent injury or the loss of life, prevent crime and defend others when it is needed.

Health and safety

All Instructors must hold at least a level 2 in health and safety they must ensure they have taken steps to reduce the chance of injury to member at the club or any event hosted by GSDO.

Correct paperwork is required for all instructors and students.

Risk assessments need to be complete and reviewed and update every 6 months

Safeguarding and child protection

At Grassiva Budo we are extremely serious about promoting the emotional well being of our members and students.

We believe that all members that join our system are given a safe place to learn, grow and achieve without any emotional concerns.

All Our instructors, club staff and volunteers hold a safeguarding qualifications and are aware of the Grassiva Budo safeguarding lead and deputy.

We have attached all our child protection and safeguarding policies this are to be adhere at all times.

All instructors are required to be grade vetted, all instructors, staff and volunteers are required to hold a current DBS, failure to hold a up to date DBS will result in the instructor not being able to teach.

Policies and procedures

Attached are the full policies and procedures. They are to be adhere to fully. Any breaches will be fully investigated and could laid to immediate dismissal from the Grassiva Budo network.

Membership and insurance

All students that attend our programs must hold an up to date membership. Membership includes association to the British Martial Arts and Boxing Association. Upon completing membership and renewal it is the instructors responsibility to ensure the students is registered to BMABA and the insurance portal is completed.

Clubs

All clubs must ensure they have the current updated branding and they are kept well maintained and have a high level of cleanliness. They clubs are required to ensure they have up to date insurance. They are required to ensure all policies are adhere to and risk assessments are kept up to date.

Clubs are required to up holed the GSDO Oath and The spirit of GSDO is taught and all members are aware of both these foundation stones of our systems.

Clubs are required to ensure that all GSDO licenses and Database license are up to date and maintained correctly.

The needs to ensure they have the following structure in place for roles.

Head instructor,

Supporting instructor or instructors

Administration

Club safeguarding lead

Health and Safety lead

Although there is no requirements for these roles to be carried out be separate individuals, It is recommended.

Instructors

At Grassiva Budo we operate a strict policy that all potential instructors are grade and experience vetted. This is to ensure the quality of delivery is maintained.

All instructors are required to ensure they hold the following minimum standards

Head Instructor

Hold a minimum of Black belt 4<th> Dan or recognised and accredited level 3 Self defence instructors qualification

Up to date DBS

Up to date level 2 health and safety qualification

Up to date first aid qualification

Up to date safeguarding qualification

All lead instructors are required to be fully versed in all the GSDO policies and procedures.

<u>Support Instructors</u>

All support instructors are required to hold a Grassiva Budo Black Belt (if just a supporting role, or if required to run sessions as cover instructor they must hold a Black belt 2nd Dan

A level 2 health and safety qualifications

Up to date DBS

In date safeguarding qualification

An in date first aid qualification

GSDO carry out regular audits on their instructors and any instructor that does not maintain the minimum standards will lead to immediate suspension from teaching until they are resolved.

Social media

Social media is a valued tool for GSDO and members that abuse social media policies will be removed from the GSDO network immediately.

Instructors, club staff and volunteers are strictly prohibited from friending or associating through any social media sites with students.

Instructors, club staff, volunteers, students and member will be encouraged to join the GSDO closed groups which they can receive up to date club news, offers and share GSDO experiences. These sites are monitored regular and any in appropriate or post that effect the social or emotional well being of members will be removed and will result in further actions.

Grading

Our grading is licensed and part of the BMABA grading integrity scheme, all certifications are ordered from the BMABA by the UK lead Instructor. Each belt has a syllabus to be taught in the clubs.

To ensure that the GSDO system maintains its quality are grading are subject to IQA audits and therefore all documentation recorded has the correct information.

All Grading sessions are required to be pre planned and documentation is required to be sent to the UK Head Instructor a minimum of 72 hrs prior to the grading.

Club head instructors can grade up to Black belt.

2nd and 3rd Dan need to be assessed by UK lead Instructors

4Th Dan on wards are required to be graded by Grand master only or instructor named by Grand master.

Grade Kyu

<u>White belt</u> -

Novice, beginner.

<u>White belt red tag</u>-

Initial Grading within 4 weeks, when members become associated to GSDO UK and The BMABA

<u>Grading requirements</u>-

Students most show they can resite the DOJO rules on safety, The Shensei No Ken Budo Oath. They must have shown they have Respect for Instructor and others in club. They must be able to carry out a basic fighting stance and be able to carry out the required break-falls, Front roll, rear roll, side breaks and rear break-fall.

Students must achieve this Grading although there is no cost for this grading it is essential to be able to achieve the following grades.....They cannot move through the grading s until they have achieved this.

The this grading and is awarded when the instructor Decides they can;

1) Students must resite the DOJO safety rules

2) Students must resite the Shensei No Ken Budo Oath and understand the Spirit of Shensei No Ken Budo

3) They must demonstrate they can stand in the following basic fighting stance left & Right, Low stance left and right.

4) They must be able demonstrate they can carry out a forward roll, rear roll, front break-fall, side break fall, rear break fall.

5) they must show they know the target area and resite the hard and soft targets

Yellow Belt

This grading can only be taken after 9 weeks

This assessed grading and the students show they have a basic understanding of how to keep a safe distance, the must be able to demonstrate they understand they personal space and have a good grasp of situational awareness.

The student must be able to demonstrate that fighting is the last avenue to be taken if they cant resolve the attack through being aware, avoidance and being assertive using verbal commands, taking the opportunity to avoid the conflict, keeping distance and controlling movement.

Students must demonstrate they can;

1) demonstrate how to form a fist and demonstrate a straight punch to the chest and throat

2) Demonstrate how to form a snake fist and demonstrate a straight punch to the chest and the throat

3) Demonstrate a left and right hook with a straight fist and snake fist to the flank, neck, and side of the head.

4) Demonstrate a thumb knuckle fist and demonstrate they can strike to the flank, neck and side of the head

5) Demonstrate a reverse knuckle (hammer fist) strike left and right to the side of the head

6) Demonstrate they can strike to the chin and direct to the face with a palm strike

7) Demonstrate they can strike to the left and right side of the neck with a knife hand chop.

8) Demonstrate a Foot kick to shin and knee

9) Demonstrate a side stamp kick to ankles

They must demonstrate they can carry out the strike, whilst static, whilst moving with no target.

They must demonstrate they can carry out strikes to padded opponent

The awarding of the belt must be done at the grading ceremony with the club present to show respect for the ranking.

Red Belt

Students can only grade for red after 12 weeks.

Student must be able to demonstrate they have a good grasp of the law regarding self defence, the use of reasonable and proportionate force.

They must be able to show they can control space and distance from an opponent. They must be able show they can defend themselves from direct strikes whilst showing they understand a proportionate and reasonable response.

They must be able to demonstrate;

1) A block from a low level threat and counter

2) A block from a high level strike and counter

3) A block from a strike to the flanks and counter strike

4) A block from a strike to the chest and counter strike

5) A block from a strike to the throat and counter strike

6) A block from a strike to the neck left and right and counter strike

7) A block from a strike to the side of the head and counter strike

8) A block from a strike to the face and counter strike

9) A block from a double strike and counter strike

The counter strike shown must be chosen by student but most be assessed as effective by the instructor can be a push away, a strike or a kick.

Students must be able to demonstrate these defenses from proper strikes from an age appropriate age attacker

The awarding of the belt must be done at the grading ceremony with the club present to show respect for the ranking

Green belt

The student can grade for Green after 20 weeks

The student must be able to demonstrate they understand when throws can be effective or

when breaking the engagement is more suitable. They must be able to demonstrate a effective use of distance and control space and be able to demonstrate an understanding of balance and counter balance to execute a solid throw.

They must be able to demonstrate when a throw should be used.

Students must be able to demonstrate a;

1) A leg swipe from a front grab with, counter strike and effective release

2) A Right and left hip throw from a front grab with counter strike and effective release

3) A back roll throw from a front grab with counter strike and effective release

4) A Grassiva throw from rear choke with counter strike and effective release

5) A throw from an arm lock left and right with counter strike and effective release

6) A throw from a left and right wrist grab with counter strike and effective release

Students must be able to demonstrate these techniques from proper grabs and holds.

Blue belt-

Students can only grade for blue after 30 weeks

Blue belt must be able to show the can use a preemptive strike to either defuse the situation as a finisher or to correct distance and control of space. They must be able to demonstrate they can carry out effective techniques to stop an attack before it becomes an effective one.

They must be able to demonstrate they are able to read the signs of an attack

They must also be able to demonstrate a breakaway technique if the preemptive strike cannot not be used.

They must be able to react quickly and create distance and control space

They must be able to demonstrate they can carry out an effective preemptive strike to

1) A Hair pull with counter or effective breakaway

2) A Straight punch to the head with a counter or effective breakaway

3) A Hook punch to the head with a counter or effective breakaway

4) A grab to the wrist with a counter or effective breakaway

5) A One handed and two front choke with a counter or effective breakaway

6) A rear choke with a counter or effective breakaway

7) A kick with a counter or effective breakaway

8) A choke against a wall with a counter or effective breakaway technique

9) A headlock left and right with a counter or effective breakaway technique

The student must be able to demonstrate techniques from proper attacks

The awarding of the belt must be done at the grading ceremony with the club present to show respect for the ranking

Brown Belt

Students can grade for Brown Belt after 40 weeks

Brown belts must be able to demonstrate a knowledge of the 15 pain centers and tendon restraints and locks. Students must be able to show understanding in body mechanics and pain centers and controlling conflicts through pain compliance.

Students must be able to demonstrate the following

1) reversal into thumb lock from front grab to wrist with restraint and a counter strike, must be able to demonstrate from left and right attack

2) Reversal into a thumb lock from front grab to foreman with restraint and a counter strike, must be able to demonstrate from left and right attack

3) Reversal into a thumb lock from grab to shoulder with restraint and a counter strike, must be able to demonstrate from left and right attack

4) Reversal into a wrist lock from front grab to wrist with restraint and a counter strike, must be able to demonstrate from left and right attack

5) Reversal into a wrist lock from front grab to foreman with restraint and a counter strike, must be able to demonstrate from left and right attack

6) Reversal into a wrist lock from grab to shoulder with restraint and a counter strike, must be able to demonstrate from left and right attack

7) reversal into Arm lock from front grab to wrist with restraint and a counter strike, must be able to demonstrate from left and right attack

8) Reversal into a Arm lock from front grab to foreman with restraint and a counter strike, must be able to demonstrate from left and right attack

9) Reversal into a wrist lock from grab to shoulder with restraint and a counter strike, must be able to demonstrate from left and right attack

These techniques must be applied from full grabs

The student must show effective striking techniques to the 15 pain centers to cause maximum effective.

All techniques must be demonstrated for static then the Instructor will choose 3 attacks or Grabs the student will be informed then they must choose the reaction and demonstrate in a simulated attack.

The awarding of the belt must be done at the grading ceremony with the club present to show respect for the ranking

Purple belt

students can grade after 52 weeks

Students most been able to demonstrate they have the understanding to be able to disarm the following weapons long staff, stick or baton, baseball bat, knife, long edge weapon, Firearms including handgun and rifle.

Standards must demonstrate the correct timing, distance and spacial awareness when presented with one these threats they must show they are confident and competent in carrying out these dis arms effectively.

Students must demonstrate the awareness of these threats.

They must be able to demonstrate effective techniques to disarm and attacker who attacks with a

1) A long staff weapon with an effective counter strike and proportionate response

2) A fighting stick or baton with an effective counter strike and proportionate response

3) A Baseball bat with an effective counter strike and proportionate response

4) A knife with an effective counter strike and proportionate response

5) A long edge weapon with an effective counter strike and proportionate response

6) A Handgun with an effective counter strike and proportionate response

7) A Rifle with an effective counter strike and proportionate response

The student needs to demonstrate they can effectively use the dis arm techniques they must employ the correct timing and show they can execute the disarm whilst avoiding injury or putting others in harms way.

They must demonstrate all disarms is static drill then the instructor will choose 3 attacks to be defended in full scenario.

Purple belt

Red Tags can be awarded by Invite only by the head instructor

This is a high prestige rank it demonstrate that the wearer has achieved the knowledge of the full system has the mastery of the techniques and is shows they can employ the techniques.when required when faced with an aggressor.

Red single tag after 65 weeks

The Instructor will pick 8 attacks from a single attacker the student most show they can defend themselves effectively.

Red double tag after 75 weeks

The Instructor will pick 8 attacks from a pair off attacker the student most show they can defend themselves effectively.

Black Belt

As a black belt of the Grassiva system you need to b able to demonstrate a full knowledge of the techniques shown and learn t.

You also need to demonstrate an excellent knowledge of self defence and the use of reasonable and proportionate force and be able to teach this to students.

The student becomes the teacher they must been able to assist in the teaching all the techniques from the syllabus.

They need to be able to demonstrate they can assist in the teaching a lesson to a class and show they can assess the students.

The lead instructor will give the Black belt candidate a session to teach they will briefed on the lesson they will be instructing they must prepare the session plan and cover a warm up, main session and cover health and safety and look at different learning styles.

They will also be required to plan and deliver a grading session and give feedback to students.

They must be able to demonstrate they can maintain and carry out the required administration to successful club.

Black belt 2nd Dan

By invitation only

To achieve this grade the candiate must show then can teach all of the techniques of the system. The must be able to show they can plan and teach a full grading topic.

They must show they can teach and coach a full syallbus, they must demonstrate knowledge and understanding to run a full grading system.

The candiates will be given a belt to grade and they must carry out the necessay planning for the full grading including drills.

They must demonstrate they can run a program with out assitance.

Black belt 3rd Dan

By invitation only.

Candiates must show and demonstrate they can manage and run their own club.

Appeals Policy and Procedure for grading July 2015

'Competent' or 'Pass' cannot be contested. 'Not yet competent' or 'fail' can be contested.

Sources of disagreement may include:

- the interpretation of the candidate's behaviour in relation to values/good practice,

- the assessor may miss some working practice which the candidate believes supports their claim to competence in a unit,

- the assessor may require more evidence that assessment criteria is being met than the candidate believes necessary.

- Where candidates believe that they have grounds to appeal against the judgment of an assessor they should:

- advise the assessor of this and ask the assessor to consider taking appropriate action to rectify the situation,

- If this is unsuccessful the candidate should refer the matter to the IQA for consideration,

- If the candidate is still not satisfied with the process he/she should contact the Centre coordinator to implement a formal appeal.

The Appeal Panel:

is independent of instructors,

will be strictly neutral,

will make use of evidence gathered during assessment,

will be comprised of the Quality Assurance Coordinator and other appropriate assessors or Internal Quality Assurers, depending upon the nature of the appeal.

Candidates can ask for support(from mentors and others) to assemble their evidence for an appeal against a 'not yet competent' or 'fail'   decision.

The appeal should be registered with the Centre Qualifications Coordinator within 21   days ofthe assessment decision being given to the candidate. The Coordinator will acknowledge receipt within 5 working days.(Unless out of the office, then   immediately on return.)

The Appeals Panel will meet within 20 working days of the appeal being received by theCentre   Coordinator to consider the appeal. If the Appeals Panel require further iinformation orevidence the Centre Coordinator will gather this on behalf of the Panel.

The Panel's decision will be given in writing to all those involved in the Appeal.

If the Appeals Panel decision is not acceptable the person concerned can then appeal to theAwarding Organisation whose decision is final. Addresses are available from Head office 54 ward street, Penistone, Sheffield S36 6EP

All contacts regarding an appeal will be treated as urgent and confidential.

All records relating to appeals will be kept by the Centre for a minimum of three years.

Sample Policies and Procedures

Equality and Diversity Policy   July 2015

Equality Statement

The Centre is totally committed to the principles and the implementation of equality and diversity in its consultancy and training services, and in the employment of staff and associate consultants.

Being a diverse organisation enables us to be dynamic and innovative in a period of major change and helps us identify and meet diverse needs.

For the Centre, equality of opportunity is informed by social justice and the need for social inclusion; this is one of our core values and an important component in our approach.

Our commitment to diversity comes from a recognition of change and difference; we see diversity as key to customer focus and improvisational success. We are committed to both equal opportunity and diversity in all our practice:

- Services for our clients

- Recruitment and conditions for our employees and associates.

Services for our clients - meeting diverse needs

We always tailor our training and our consultancy to clients' needs. We know that 'one size' does not fit all. We will talk through the specific challenges and organisational dilemmas you face and work out how we can add value and help you find solutions.

In training, we recognise that individuals have different learning styles, and come with different knowledge, experience and understanding. We design our training materials carefully to take this into

account - case studies reflect diversity, course materials are available in a variety of formats etc. We strive

to create an open training environment where individuals are respected, their views valued, and where ideas can be exchanged and questions asked.

We always strive to meet the needs of clients with disabilities and other special needs. For example, our training rooms are fully accessible, we have an induction loop and we cater for different dietary requirements.

Our consultancy is informed by equal opportunities and diversity. Whether we are helping you develop a marketing strategy, a corporate plan or, perhaps, facilitating an away day or a team building programme we will help you think through the impact of change and diversity on your work.

Staff and associates - equality and diversity in recruitment and employment practice

Our trainers, consultants and administration staff are a very diverse group. They bring a wide range of expertise and different perspectives - including their experience as younger/older people, their ethnicity, sexual orientation, and gender. They have the authority to win respect, and the humor and warmth to ensure good working relationships.

We want to ensure that we maintain a diverse team. We have therefore developed a range of policies and procedures which are outlined below. These ensure that we recruit and develop people with this in mind. The broad scope of these policies and procedures is set out below. More detailed versions are available upon request.

Policies

Equal opportunities policy

We will not discriminate on grounds of race, sexual orientation, gender, age, religion, disability or family responsibilities. We will strive to offer equality of opportunity in:

- Recruitment

- Staff development

- Terms and conditions of service

and to provide a flexible, people-centered working environment which encourages work/life balance

We have developed procedures to ensure all managers and staff are aware of the policy and its impact on their work, and training to support them in implementing the policy.

Diversity policy

Being a diverse organisation enables us to be dynamic and innovative in a period of major change and helps us identify and meet the varied needs of our clients and employees and associates. We therefore actively seek to establish and maintain a diverse workforce capable of reflecting the broad needs of our clients.

Dignity at Work policy

We believe that staff have a right to a positive, harmonious and satisfactory working environment, free of discrimination, bullying and harassment where they are valued and respected as human beings and treated as reasonable people. We therefore have procedures for identifying and tackling bullying, discrimination and harassment.

Internal communication policy

At a macro level, internal communication can help achieve a shared understanding of, and commitment to, corporate goals. At a day to day level it helps achieve a better flow of operational information and ensures that everyone within our organisation feels valued, enables them to share their views and input into the development of the organisation.

Our internal communication policy is designed to ensure that communication at the Centre

- Informs

- Involves

- Is two way

- Is person to person wherever possible

- Is consistent and regular throughout the organisation

External communication policy

We strive to ensure that all our external communication reflects and reinforces our commitment to equality and diversity.

Whether we are communicating through job advertisements, marketing leaflets, our media spokespeople, our website or letters and phone calls we undertake regular equality audits. We are also keen to ensure that all our users are regularly consulted, in appropriate and timely ways, to ensure that our services continue to reflect their needs

QUALITY ASSURANCE AND IMPROVEMENT POLICY   **04/07/2015**

1.POLICY STATEMENT

1.1 GSDO (known forth with as the Centre) is committed to a policy of continuous quality assurance leading to quality improvement. This means robust, accurate and ongoing self assessment which leads to real improvement in the quality of provision and learner experience and success. The self assessment process is a grass roots upwards process which involves the whole Centre community. Self assessment is validated through Self Assessment Report and Action Plan (SARAP) review meetings and other review meetings held by key groups such as SMT, CMT, governors, on reports such as the annual Operating Priorities and Centre Self Assessment Report. External peer evaluation

of College Quality Assurance processes also takes place. Satisfactory and less than satisfactory performance is challenged.

2. POLICY SCOPE

2.1 The purpose of this policy is to establish guidance regarding key aims and actions relating to Course quality assurance procedures.

3. POLICY AIMS

3.1 The Centre aims to have robust and accurate self assessment which leads to real improvement. To achieve this we must:

• Create staff confidence in the self assessment process

• Expect all staff and members of the Centre community, including governors and students, to contribute

to self assessment and to quality improvement

• Operate within a coherent quality cycle which is published in the Quality Assurance and Improvement Handbook

• Use external peer evaluation of Centre reports and processes to assist quality improvement.

3.2 The Centre aims be outstanding in all areas of Centre business. To achieve this we must:

• Provide opportunities for all staff to develop outstanding practice. Analyse the capabilities of our staff through observation feedback, learner and parent voice feedback and other ways and provide the appropriate professional development to ensure they have the skills necessary to deliver outstanding practice. For teachers this will focus on the skills to deliver inspirational teaching and learning

• Analyse all staff PDRs and identify staff development needs in order to form a year's programme of CPD events

• Ensure the lesson observation cycle is accurate and is used to improve teaching and learning through action points and targeted staff development

• Share good practice across the Centre, in all areas of Centre business, through a variety of mechanisms

• Establish the aspiration for outstanding teaching and learning

• Challenge satisfactory and less than satisfactory performance through Self Assessment Report and

Action Plan Review meetings, other opportunities such as PDR and through direct interventions such as Internal Quality Review

• Recognise and celebrate outstanding performance of all staff

3.3   The Centre aims to enable outstanding success for all of our learners.

3.4   The Centre aims to provide accurate and formative assessment and verification. To achieve this we must:

• Have accurate formative assessment which informs learners how to successfully achieve their summative assessments.

3.5   The Centre aims to carry out rigorous action planning and monitoring. To achieve this we must:

• Devise action plans that will achieve year on year improvement

• Rigorously monitor quality improvement plans and targets through SARAP Review meetings

• Inform all staff, including senior management and governors on the ongoing monitoring of quality improvements

3.6   The Centre aims to achieve very high satisfaction for all of our learners, parents, staff and other stakeholders. To achieve this we must:

• Learn from and act upon learners', parents', staff and other stakeholders' comments in surveys and forums to improve their experience

• Ensure these surveys are available in alternative formats and on the Centre website as appropriate in order to maximise response rates

4. RELATED DOCUMENTS

Centre Self Assessment Report

Complaints Policy and Procedures

Department Self Assessment Reviews and Action Plans

Equality and Diversity Policy

Instrument and Articles of Government Lesson Observation Procedures Quality Assurance and

Improvement Handbook Staff Development Policy and Procedures

GUIDANCE ON INTERNAL QUALITY ASSURANCE July 2015

HELPING YOU TO RAISE STANDARDS

CONTENTS

1 INTRODUCTION

The aim of this guidance document is to specify GSDO requirements for the management and delivery of internal quality assurance by Centre staff without being overly prescriptive. This guidance is linked to the TAQA internal quality assurance requirements in the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice and should be read in conjunction with other guidance from standard setting and regulatory bodies.

AES Ltd is committed to ensuring that qualifications retain value and credibility. The key to this is valid and reliable assessment. Effective internal quality assurance plays a vitally

important role in achieving and maintaining reliable assessment practice. These requirements apply irrespective of the medium through which the Centre provide access to qualifications.

Section 7 of this document lists example of forms and documents that may be used as part of an internal quality assurance process. They are not intended to provide a comprehensive system but rather to provide examples of key documentation. The Centre staff may wish to adapt some or all of these forms to suit their particular needs, or simply to use them as a benchmark for their existing documents.

Internal Quality Assurers (IQAs) who hold the D34 and/or V1 qualifications may find this document useful as a Continuing Professional Development (CPD) exercise to update themselves on TAQA requirements. Training, Assessment, Quality, Assurance (TAQA) internal quality assurance candidates may find it useful as a source of information and for reference purposes.

Holders of D34 or V1 are deemed qualified IQAs so do not have to undertake the TAQA IQA qualifications. All IQAs must however ensure that their internal quality assurance practice meets the requirements contained in Standard 11 of the National Occupational Standards for Learning and Development March 2010

IQAs must ensure that all assessors are aware that their practice must meet the requirements contained

in Standard 9 of the National Occupational Standards for Learning and Development March 2010

In this document the following terms are used to cover the following:

Tutor includes everyone on the team who is facilitating or delivering learning e.g. trainer, coach, teacher, facilitator etc in any environment Assessor includes everyone on the team who takes assessment decisions. These decisions could be of competence based performance in a work environment, however they could also be the marking of assignments, assessing simulations, carrying out tests etc.

2 THE ROLE OF THE IQA

The Internal Quality Assurer (IQA) is the driver of quality assurance in qualifications, both within national frameworks and within the quality and management systems of each approved Centre. The role, in terms of managing assessment so that it consistently meets national standards*, is central to maintaining public confidence in each and every qualification issued. Therefore internal quality assurance is a key factor in managing 'risk' and ensuring that when certificates are claimed for learners the requirements of the national standards have been reliably met. 'Qualifications unit and/or qualification achievement sheet and certification request

It is in everyone's interest for the delivery of training, assessment and quality assurance of qualifications to be of the highest quality.

At GSDO we are committed to supporting staff to improve levels of quality. In line with this we view internal quality assurance as being fundamental to ensuring the quality of all vocational learning and qualifications.

High quality learning, assessment and quality assurance are required to get the most out of all qualifications. There are tangible benefits for all from this approach as it means:

• Improved learner experience

• Raised learner achievement rates

• Increased learner retention rates

• More cost effective program mes

• Regulatory requirements are met

• Support for other planning and monitoring processes such as self-assessment

To achieve this - quality and quality assurance must be included from the planning stage of programme s of learning – as they are integral to the programme s themselves.

Quality and quality assurance measures need to be built into all processes in the 'learner journey' – these include the:

• Recruitment process

• Induction process

• Initial assessment

• Learning plans

• Teaching

• Facilitating learning

• Reviews of progress

• Assessment processes

• Achievement

• Progression planning

INTERNAL QUALITY ASSURANCE

All Centre staff must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Centre staff are responsible for internal quality assurance while GSDO is responsible for external quality assurance.

For all qualifications Centre staff must develop a sampling strategy and plan which must be implemented by all those undertaking the internal quality assurance role. Centre staff

with experience of offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance system.

The internal quality assurance system needs to contain:

• A set of written internal quality assurance procedures

• Sample planning based on the principles of 'CAMERA'

• Effective communication

• Interim sampling

• Summative sampling

• Monitoring of assessor practice (including observation)

• Standardisation activities

• Sound administration

• Records of the above

There are four main aspects to the Internal Quality Assurer (IQA) role:

• Plan, operate and evaluate internal assessment and quality assurance systems

• Support and develop tutors and/or assessors

• Monitor and improve the quality of assessment practice

• Apply policies, procedures and legislation to meet external/regulatory requirements

Each of these key areas are discussed in this document guidance on accepted best practice.

3 PLAN, OPERATE AND EVALUATE INTERNAL ASSESSMENT AND QUALITY SYSTEMS

This is a primary focus for the IQA which entails ensuring that the Centre's internal processes demonstrably meet external regulators' requirements. This includes having the following in place:

• Written procedures or a strategy for internal quality assurance (Proforma 13)

• Quality assurance systems that are 'fit for purpose' and do actually monitor the quality of the learner journey

• Quality assurance where sampling is planned for and carried out throughout the learner journey and not just at the end of assessment

• Learning and training that is delivered models 'best practice' and meets all requirements – and that this is monitored

• An objective system for recruiting and selecting assessors

• Assessment practice that is in line with the relevant current NOS for assessment

• Tutors and assessors who are regularly observed carrying out their roles

• Team members (including assessors) who are supported, get feedback on their practice and investment in their development.

• Record keeping that is maintained as required

• IQA practice which is in line with the current NOS for internal quality assurance

• CPD being maintained by all members of the team year on year

• Effective communication with Awarding Bodies and qualifications regulators

• An appeals system that is accessible, transparent and understood

• Standardisation activities that develop consistency between assessors

• Systems to promote year on year continuous improvement

Management of resources should also include forward planning to guarantee that resources ensure access to assessment, internal quality assurance and appropriate materials/equipment/facilities continue to be available for the duration of the programme or qualification. When seeking approval to deliver qualifications Centre staff must ensure that the IQA has a channel for feeding communication into the organisation's management systems. This will assist in ensuring that appropriate decisions concerning resources are made.

The IQA should also have a full and accountable role in managing the qualification delivery team and this must include responsibility for tutors and assessors. To do this effectively the IQA must have accurate and meaningful information on a number of key points such as learner needs, location and current workloads of team members.

An essential part of this should be the use of a systematic initial assessment process that identifies any additional or special learning/development needs that learners may have. These may include the need for:

• Technical aids

• Physical adaptations (Eg large print materials, ICT equipment)

• Extra support

• Training and/or assessment taking place in 'unsocial' hours etc.

 Thereafter, the IQA should maintain up-to-date information on:

• Individual learner progress

• An overall picture of potential new learners

• Average timescales for the achievement of different qualifications

• Tutor and assessor availability (both current and projected).

The IQA should monitor learner progress against initial equal opportunities information provided by the learner. Where it is found that learners are not progressing as expected, a plan and then a record of actions taken to support the learners should be made.

The IQA must be able to call meetings of the tutor and assessor team, and have the support of management to require attendance.

The IQA clearly has a key role ensuring quality in the delivery and assessment of qualifications. As such, their duties and responsibilities should be included as an integral part of the organisation's quality procedures and manuals. The IQA should also have the responsibility for carrying out self- assessment of the centre's performance against the requirements of Ofqual 'The General Conditions of Recognition, Awarding Bodies Centre Manuals, Awarding Bodies Quality Assurance requirements.

The IQA must ensure that they have up-to-date information and guidance issued by relevant bodies – awarding organisations, standard setting bodies, industry and professional bodies – and that this information is passed on to all team members. In relation to disseminating this information it is good practice to:

• Issue relevant documents to team members

• Provide website addresses where relevant information can be found • Ensure that team members are registered to receive appropriate updates

• Record information relating to accessing up to date information in the minutes of meetings

PLANNING

The IQA is responsible for creating sampling plans for the qualification outlining what will be monitored is analysed and recorded in detail. This plan could be in a range of formats -

it might be recorded on paper or be held electronically, it may consist of a range of documents or be entirely on one.

The most important features are that the plan must be a representative sample based on sound principles and take into consideration the risk factors in the Centre or in the qualification team.

Typical risk factors that would be taken into consideration when initially planning the sample would be areas such as:

• The number of learners in the cohort or qualification

• Numbers of tutors and assessors

• Centre model – such a multi sites, satellites or one site • Experience and confidence of tutors and assessors

• Changes to the qualifications

• Known problem areas/units/learning outcomes

When the above has been taken into account then the IQA will use the principles in '**CAMERA**' to ensure that the sample is representative. This means that the sample plan must include something from all types of:

− **Candidates/Learners**

− **Assessors**

− **Methods of assessment**

− **Evidence**

− **Records**

− **Assessment sites**

If a risk management approach is taken and the sample planned according to the principles in 'CAMERA' then what is found as a result is likely to be representative of the whole and should give an accurate picture of what is happening in the delivery and assessment of the qualifications.

The information found by carrying out a sample can then form the basis of what the IQA does with the team, how they may adapt systems and will inform how they can support and develop team members to improve their practice.

INTERNAL QUALITY ASSURANCE SAMPLING

The IQA must record and report on all sampling and monitoring undertaken in sufficient detail to justify their decisions. Underpinning all IQA activity is the validity of the internal quality assurance sample. It is not a good use of IQA resources to maintain 100% checks on assessment decisions: it implies a lack of confidence in both assessment practice and the internal quality assurance strategy. The assessment process must be left to assessors following feedback by the IQA. Quite often, centres maintaining 100% checks are simply adding a second signature to each and every learner's work at the summative stage rather than carrying out effective internal quality assurance.

REFERENCING

The audit trail must be clear and accessible to all. Poor referencing that is difficult to follow can raise queries as to how well assessors and IQAs understand the requirements and the validity of the internal quality assurance process undertaken. The best approach to referencing is to 'keep it simple'.

Whilst it is imperative that learners should not be prevented from achieving qualifications simply because they cannot reference evidence, a balanced approach should be taken.. Both assessors and the IQA must also consider whether the qualifications being claimed include a requirement to reference or organise evidence (Eg customer service or administration qualifications demand the ability to file and retrieve information; learners undertaking management qualifications need to gather and present information to aid decision making). It may therefore indicate a development need if their work is badly organised. However, if there is no such skill required in the qualifications then learners should not be disadvantaged because they struggle to reference work. In this case, assessor records and reports must clearly indicate the basis for their decision, IE where the evidence is to support each unit. It is not acceptable for the IQA (and then the external quality assurer) to have to search extensively to find what has been assessed and what criteria are being claimed with it.

An IQA sampling strategy which involves reviewing the quality of assessor Judgments at both interim and summative stages is a key part of this process.

IQA REPORTING

The IQA report must be completed for every IQA activity. A copy of the report should be given to each tutor or assessor and the appropriate IQAC/QAC. Learners should not be given copies of IQA report forms as they are written to address tutor or assessor practice and may therefore contain comments that might undermine learner confidence in team members.

• The IQA must ensure that their written feedback to team members is recorded on the IQA report form. The feedback must be directed to each person and should address their

practice. The IQA should avoid generalised statements such as 'Well done to both of you. Lots of hard work undertaken'.

• Precise, focused comments on the work sampled support tutor/assessor development and evidence the rigor of internal quality assurance activity.

• The IQA is required to check some part of the unit(s) identified in the sampling plan. The IQA should indicate the actual items of work or evidence sampled by initialing and dating what has been reviewed.

• The IQA must record the unit and learning outcomes sampled on the report form to ensure that an auditable system exists in the centre records.

• Depending on the experience and qualifications of tutors and assessors, the IQA may be reviewing more than one unit during an internal quality assurance session, and should indicate all the units considered on the report form.

• In addition to the sampling of work or evidence the IQA will also record (by ticking as appropriate) the method of assessment used, the assessment focus and whether the evidence is valid, authentic, reliable, current and sufficient, and that there is evidence of consistent practice.

• The IQA will also note whether the records have been signed and dated by tutors (where required) and assessors and authenticated by learners.

• Where necessary the IQA will check that assessments are countersigned and that the appropriate records are being made on the countersigning report form.

• If a standardisation issue is identified, the IQA will need to record and discuss this at the IQA meeting with tutors and assessors.

• On action plans for tutors and assessors, the IQA will record what action is required by when and, at a later date, whether the action was completed.

• When observation of tutor or assessor practice is undertaken during the internal quality assurance, the outcomes should be recorded on the IQA observation and questioning checklist.

• On completion of the portfolio/qualification, the IQA final portfolio/qualification report form should be completed.

• Occasionally the IQA may have serious concerns which need to be brought to the attention of the Quality Assurance Co-ordinator and/or Centre management group. In this situation the IQA concerns for should be completed and passed on to the Quality Assurance Co- divinator.

• Unit achievement should be recorded on the Qualifications unit and/or qualification achievement sheet and certification request, and passed to the Centre coordinator administrator in order that they can update the Centre learner database. - Where unit

achievement is to be certificated, the IQA must ensure that the statement at the bottom of the sheet remains un-deleted. - Full certification requests should also be recorded on this form and sent to the Centre administrator/exam secretary.

• On completion of qualifications or periods of assessment, all original IQA records must be passed to the IQAC/QAC who will store them with the learner assessment records for the period required by the regulator.

• Learners who leave or withdraw from assessment, prior to the achievement of their full qualification, are entitled to have achieved units certificated. The IQA must ensure that the same process identified for unit and qualification completion is followed, to ensure certification takes place and the necessary records are retained by the Centre. A written declaration that the evidence is authentic and that the assessment was conducted under the specified conditions or context should be recorded on the Unit Assessment and Verification Declaration

• Learners may have their completed portfolios and other work returned after the EQA activity following the claim but must be advised to keep them intact and safe for a period of three years.

INTERIM SAMPLING

In order to enable the IQA to evaluate the quality of formative guidance given to learners it is vital that the IQA participates in the process at different stages in their work. This might include reviewing learner work:

• early on in the programme

• before decisions have been made on any unit and

• sampling evidence when one or two of the units or requirements are completed.

It will also include checking progress review reports given to learners by tutors and assessors.

Interim internal quality assurance enables the IQA to pick up problems at an early stage and so avoid the situation of disagreeing with tutor practice or assessment judgments. It can also highlight individual needs for support or development which in turn may be used to develop the team as a whole. Similarly it provides an opportunity to identify and share good practice within the Centre, particularly where one or more of the team members have wider experience.

SUMMATIVE SAMPLING

Summative sampling includes reviewing the quality of the learning completed and assessment judgments taken in their entirety. The IQA must be able to follow an audit trail which clearly demonstrates that tutors and assessors have covered all the requirements and checked that all work presented – whatever its format – meets the rules of evidence.

Evidence must be confirmed by assessors as:

• Valid – relevant to the standards for which competence is claimed

• Authentic – produced by the learners

• Current – sufficiently recent for assessors to be confident that the learner still has that same level of skills or knowledge

• Reliable - genuinely representative of the learner's knowledge and skills

• Sufficient – meets in full all the requirements of the standards.

The sampling strategy for each Centre will vary according to the needs of the Centre and the particular qualifications or programme, but in all cases must be agreed with the external quality assurer. In defining the strategy all the following should be taken into account.

Factors IQA needs to select a representative sample of: Candidates A selection of all candidates (gender, age, ethnicity etc.)

Assessors Experience and qualifications, workload, occupational experience

Methods of assessment Questioning, observation, testimony, Recognition of Prior Learning (RPL), use of simulation, product evidence, assignments, projects and tests Evidence All types of evidence

Records Plans, reports from tutors, assessors, correct assessment practices, IQA records, learner and assessment records

Assessment locations Workplace assessments, college, other assessment locations

SAMPLING PLAN

To help monitor the overall sampling strategy all centres must produce and maintain sampling plans which will be implemented by the IQA. Internal quality assurance sampling plan and record.

This section gives guidance about internal quality assurance strategies or rationales. Deciding on the most appropriate size of internal quality assurance sample can be difficult, especially if the Centre team is new to qualification delivery. Ultimately, the sample must

represent a sufficiently accurate picture of the quality of delivery and assessment for the Centre to be confident that what has not been sampled also meets the required standards.

It is important that the IQA looks at the decisions of the entire team in any given period (possibly on a calendar basis, or by learner cohort). Once the other sampling factors are taken into account, the sample size will almost decide itself. It is essential that the process follows this route rather than deciding on a set sample size and trying to fit a strategy to it. The sampling process must not be determined by any rule of thumb such as 10% or a square root.

The IQA must sample the full range of delivery and assessment methods used for any qualification Eg

• Learning delivery

• Observation of performance

• Use of witness testimony

• Professional discussion

• Oral and written questioning

• Assessment of learner work

• RPL

• Examination of work products

• Reflective accounts

• Candidate reports

• Assessments of projects

• Assessment of case studies

• Assessment of simulated activities

The range and frequency of use of particular assessment methods may vary depending on the level and requirements contained in the qualifications. For example, a level 2 Award in Sports Activity Leadership or Health and Social Care may draw heavily on observation of learners' performance, whereas a level 4 Diploma in Administration may include assignments, products from the workplace and witness testimony. The internal quality assurance sample must take all this into account, and it is crucial therefore that the IQA must know the qualifications thoroughly and be fully aware of which learning and assessment methods are acceptable for use.

All tutors and assessors should be included in the sample, but a number of other factors must be considered when the sample is selected. For example;

EXPERIENCE

If tutors and assessors are qualified and experienced it may not be necessary to look at more than one or two decisions per learner and in some portfolios, not all learners. If tutors and assessors have less than 12 months' experience, are new to either the Centre or a particular qualification or are out of practice, the IQA will need to sample substantially more of their decisions for the first 6 – 12 months. This ensures that the IQA reviews activity and decisions in all units in any qualification. This is particularly important where there are 'problem' units. These might be where specifications require very particular work or evidence or where the standards are often misinterpreted.

WORKLOAD

The IQA needs to look at the workload of each tutor/assessor so that the total sample also fairly reflects the amount of work and number of decisions being made by individuals. Increasing the ratio of learners to tutors and assessors needs to be carefully planned and managed as it can result in an increase in problems. Sampling may need to be increased where workloads have been raised to ensure that quality is not compromised.

SPECIALIST ASSESSORS

Some tutors and assessors may only work with certain units in a qualification such as specialist units on first aid or health and safety. In some centres there is a division of duties with some staff delivering learning sessions, others carry out observations, whilst others assess only specific parts of the qualification. This can be a highly effective use of time and expertise. However the IQA must then ensure that all delivery and assessment requirements are being fully met and that assessment Judgments are consistent. Once this is established then it is reasonable to reduce the amount of sampling that takes place.

LOCATION

The location, method of delivery and type of tutor/assessors are also factors in deciding the sampling strategy. In some centres, learning delivery and assessments carried out are widely dispersed, both in terms of geographical location of learners and where staff members are based. Some centres have satellite centres (organisations which link to the main centre to facilitate access to certain qualifications, but who may have varying

approaches to assessment). Other centres are linked through franchise agreements and partnerships with organisations which may have highly varied functions.

The internal quality assurance sample must capture a picture of learning delivery and assessment across the whole centre. The strategy for IQA should be consistent across all sites. If these arrangements are complex, then the strategy needs to be carefully thought through. It is a good idea to discuss it with the external quality assurer who can offer advice about the frequency of sampling across locations.

Some team members are peripatetic and visit across a number of locations. Others may be workplace-based or located in one main site such as a college. The IQA must look at the pattern of learning delivery and assessment and take this into account in their sample.

REQUIREMENTS OF QUALIFICATIONS

The sample also needs to take into account the requirements in the qualifications themselves. It is imperative that tutors, assessors and IQAs know the specified requirements well and agree the interpretation of areas where outcomes are not prescribed such as expected length of assignment answers, where content is not prescribed in assignment answers, what must be included in any outcome from assessment etc.

In addition, there may be changes to requirements when qualifications are revised. This can be particularly difficult for tutors and assessors during the transitional phase, since they will often be working with learners on both sets of standards simultaneously. It is important that the IQA is fully aware of any areas of potential confusion and includes these in the sample. Equally, it is important for the IQA to be aware of the last registration and certification dates for each qualification.

ACCESS AND OTHER ASSESSMENT PROBLEMS

Some qualifications contain units which include requirements that are difficult to assess. This may be for confidentiality reasons (counseling, patient care), safety considerations (using hazardous machinery, appliances and materials) or infrequent occurrence (emergency evacuations, injuries). In these situations it is important that all required learning is covered and that assessors do not compromise or use assessment methods which are not acceptable. The IQA must specifically ensure that they sample any problem units, across all assessors, so that requirements are consistently complied with for all learners. The IQA should also ensure that issues such as these are discussed fully with the whole qualification team at an early stage.

4 SUPPORT AND DEVELOP TUTORS AND ASSESSORS

The second duty of the IQA is to guide, support and ensure the continuing professional development (CPD) of team members. This CPD must include occupational updating in line with relevant regulatory and professional requirements and ensuring that good practice is maintained in relation to facilitating learning and assessment. There are a number of points where this is particularly pertinent:

• When assessors are new – to the team, to the Centre, to the qualifications

• When programme s or qualifications change or guidance is revised

• Following external quality assurance activities or other inspections.

New tutors and assessors should complete an induction process. What it contains will depend on their previous experience, both of qualifications generally and/or a particular suite of qualifications. As with the learner induction the process is more effective if it is coherent and structured. It is good practice for centres to have an induction programme or pack which contains relevant data and plans for what a new team member will experience and undertake in their induction.

The IQA must ensure that all tutors and assessors in the Centre have access to:

• Copies of the qualification handbook or set of requirements for the qualifications they are delivering

• Awarding Bodies Centre Manual

• Awarding Bodies Quality Assurance Requirements

• Ofqual 'The General Conditions of Recognition'

• Directory pages of relevant qualifications

• Copies of qualification updates/ Alerts

• A set of all required tools Eg course outlines, assignment/assessment requirements, observation records, questions, mapping documents, report forms, guidance notes used by the Centre

• Copies of the centre's appeals procedures, equal opportunities and diversity policy and other relevant organisational procedures Eg quality manual, health and safety policy, emergency evacuation procedures, lone worker safety policy etc.

• Information about available support resources for learners and team members, equipment and facilities Eg recording devices, interview room, library resources, subscriptions to sources of information such as Smart Screen

• Information about the awarding galvanization and the external quality assurer

• Information about their learners including: - existing achievements - special learning or assessment needs, required and permissible adaptations etc - workplace contact details of

supervisors/managers - contact point for advice from IQA or experienced senior team member

The IQA must also check and hold on file (which can be electronic or on paper but it must be accessible and available for examination at all times) the following information for team members:

• Personal profiles or CVs demonstrating skills, knowledge, experience and competence (where required) at an appropriate level

• Original assessor certificates (TAQA assessment units/ D32/ D33/ A1/A2). When the originals have been viewed by an external quality assurer then copies signed by the EQA can be maintained in place of originals.

• CPD records that demonstrate that all team members have completed development activities required by the relevant assessment strategies.   Where assessors need to achieve an assessor qualification but have not yet completed it is important that the IQA agrees realistic target dates for them to achieve the required qualification and that they draw up personal action plans. In the interim period, decisions taken by unqualified assessors must be checked, authenticated and countersigned by a qualified assessor. This person is known as the countersignature. If the countersignature is also an IQA they must not be the same person who then carries out the internal quality assurance activity.

Where there are new tutors or assessors in the team then the IQA must increase the amount of sampling and monitoring that takes place - whether or not they are qualified. This additional monitoring and support should take place earlier in the qualification process than would usually be the case. This ensures that new tutors and assessors have access to additional support and enables the IQA to identify any training and development needs that they may have. If a newly appointed tutor or assessor has experience, this period of additional sampling may be quite short. However whatever the level of experience, the incoming tutors and assessors will value additional support whilst they become familiar with the Centre's systems. Similarly there should be a mentoring process for newly appointed IQAs.

The external quality assurer will expect to see evidence that the IQA has identified and addressed learning and development needs of all tutors and assessors. To do this a systematic process has to be in place to identify continuing professional development requirements. Once identified, the development needs must be transferred on to a development plan and include details of what might resolve the need and with timescales outlined. This plan may include specific training Eg guided discussion techniques, alternative assessment methods, updating on awarding organisation/standard setting body requirements. It may also include opportunities to update vocational knowledge, individual research, webinars, taking part in standardisation etc

It is the responsibility of the IQA to monitor the tutors and assessors completion of the planned CPD activities. This should be completed as part of the ongoing support provided by the IQA to team members. During support meetings the IQA will review and update the

content of the CPD plans accordingly. By the end of a year all team members should have completed the activities listed on the plan and so met the CPD requirements of the qualifications - and satisfied their own development needs. Also on an ongoing basis throughout the year, every team member should transfer the detail of what activities they have completed on to their CPD records. CPD plans and records will be requested by the EQA as part of every sample.

Where the centre has a large team, including a number of IQAs, it is helpful to appoint a senior IQA who is often known as a Quality Assurance Co-ordinator (QAC) or the Internal Quality Assurance Co- ordinator (IQAC). There are many benefits to this model. Among the most obvious are that the IQAC is able to:

• Support, guide and develop other IQAs

• Monitor internal quality assurance practice

• Manage the workload of the IQA team

• Sample IQA plans to ensure standardisation

• Maintain CPD plans and records for the other IQAs

• Organise standardisation activities between IQAs

• Ensure no duplication between IQAs

IQAs also support assessors by standardising assessment Judgments. This is to ensure that:

• Assessors consistently make valid decisions

• Given the same work or evidence assessors make the same decisions

• All learners are assessed fairly.

STANDARDISATION

Standardisation is an important part of the IQA duties. In some centres, this aspect of the IQA role has been substantially underdeveloped, often relying on informal contact between the IQA and the qualification delivery team to ensure a common standard of decision making. Also, although team meetings may be held, these often focus on relaying information and tracking learner progress. Information giving and tracking are clearly important but it is crucial, particularly for centres with a number of dispersed, peripatetic, part time, contracted or inexperienced assessors that standardisation activities are undertaken with all team members on a regular basis. All standardisation activities should be included on relevant agendas and recorded in sufficient detail so that third parties such as the EQA can fully appreciate what has been carried out and the outcome.

The simplest means of completing a standardisation activity with assessors is to copy pieces of work or evidence presented (say for one Learning Outcome or one Element) and ask assessors to take an assessment decision based on what they have in front of them. It is also helpful to ask them to record what actions they would give the learner resulting from the assessment . In addition it is helpful to ask them to record what feedback they would give the learner if they were the genuine assessor of the work. This enables the IQA to check that assessors are:

• Asking the right questions

• Forward planning with learners

• Taking accurate assessment decisions

• Providing suitably detailed and specific feedback

• Fully recording the outcome of the assessment process

Standardising in learning starts when the content of the programme is agreed between team members and the IQA. The IQA would expect regular data from the tutor on attendance, progress, how interested topics were to learners etc and therefore be able to make comparisons between sessions or programmes delivered by different people. In addition they would observe tutors delivering learning and - having observed everyone in the team – be able to guide individual's work to improve consistency.

In addition the IQA could organise standardisation activities which may include

☐ Assessing each other's candidates

☐ Judging evidence together

☐ Working through the standards together

☐ Agree on assessment decisions How frequent and what type of standardisation activities are most appropriate should depend on a range of considerations such as:

• Feedback from the EQA or IQA sampling and monitoring of practice

• Any new requirements in the qualifications

• Changes within the qualification delivery team

• Outcomes of external audits

• Previous standardisation activities and findings

• The need for continuous improvement.

5 MONITOR AND IMPROVE THE QUALITY OF ASSESSMENT PRACTICE

The third responsibility of the IQA is to monitor and improve the quality of assessment practice. However ensuring the quality of the entire learner journey means that someone must ensure the quality of the entire process - this includes the learning delivered and the validity, safety and reliability of assessment practice. Where possible this should include the IQA carrying out observations of both learning delivery and assessment practice. IQA observation and questioning checklist (Proforma 10)

The aims of this part of the role are to:

• Ensure that high standards of learning delivery are maintained

• Ensure that the national standards for are adhered to by all assessors

• Identify problems or areas where tutors and assessors require advice or development

• Ensure that learners are aware of, and satisfied with, the assessment process.

Monitoring assessment practice to identify areas for improvement involves the IQA in a range of activities including:

• Evaluating assessor expertise

• Evaluating the planning and preparation of the assessment process

• Determining whether assessment methods are 'fit for purpose'

• Ensuring assessment decisions are carried out effectively

• Comparing assessment decisions

• Giving feedback

• Carrying out standardisation

Very often this means literally observing assessors in action, looking at how they conduct the assessment process and giving them feedback on their performance. It also includes reviewing the internal quality assurance records completed with all assessors and evaluating every aspect of their performance as recorded in the internal quality assurance records.

The quality and accuracy of programme plans, session plans and assessment plans as well as records should be included in the sample. The IQA should observe the individual tutor and assessor's assessment and interpersonal skills, with a view to noting any areas which would benefit from advice or further development. The IQA must also note any problematic areas (Eg within the qualifications) which could create difficulties for other tutors and assessors. Identifying such trends and areas for development is a crucial part of improving the practice of tutors and assessors. Following the monitoring exercise, it is important that constructive and positive feedback is given to enable team members to

develop. The discussions should be held in private and should not be relayed to the learners or other team members. The IQA should keep a record of this and ensure that it forms part of the tutor and assessor's individual development plan.

Monitoring also creates an opportunity to liaise with learners to ensure that their learning and assessment needs are being properly met. In particular the IQA should check that learners:

• Know which qualifications they are working towards, and have a copy of the standards

• Are aware of the roles of everyone involved

• Understand the programme of learning that they are following

• Understand the assessment process

• Know who besides the assessor contributes towards the assessment process, Eg witnesses

• Know when their progress will next be reviewed

• Know what progress they have made towards achievement

• Are aware of their rights to access unit certification

• Understand their role in completing work as planned, generating evidence and completing referencing

• Have confidence in their tutor and assessor

• Understand the appeals process

• Have no current unmet learning needs.

MONITORING THE PROCESSES

It is extremely important that the quality of the entire learning delivery and assessment process is monitored. Therefore the IQA needs to consider how and when they will monitor all material that is used by team members throughout the programme – and over a suitable period of time. This might include monitoring the quality of:

• Attendance records

• Programme outlines

• Session plans

• Handouts

• Slides or other audio visual material

• Online learning

• Guidance given

• Reviews

• Marking/assessment

• Assessment plans

• Feedback records

Sometimes monitoring these documents first can give an insight into areas of other sampling that might prove very useful. For example if attendance is poor on a particular session, the next area to monitor might be to look at all the sessions that are better attended, any work learners have submitted and then to contact a sample of them and carry out interviews. This type of sampling can yield interesting rewards for an IQA who wants to look in depth at what is happening on a programme or qualification. The outcome can sometimes result in one to one discussions with a tutor or assessor or possibly a meeting where all team members discuss and standardise approaches, methods and share good practice.

6 MONITORING PRACTICE BY SAMPLING LEARNER WORK AND PORTFOLIO EVIDENCE

Traditionally this has been the sampling method carried out by most IQAs. Many IQAs – particularly in large centres – only carry out this method. It involves the IQA in looking through learner work and ensuring the assessor's Judgments are fair, valid, reliable and safe. It then requires the IQA to give feedback to the tutors/assessors

In some qualifications learner work could be the completion of assignments, case studies the taking of tests, exams, skills tests etc. This work may be stored in a range of different ways. The requirements of the qualification must be followed and the IQA must include sampling this work in their sample plan. In addition to the IQA sample they may need to arrange for moderation to take place or alternatively blind or second marking to be completed. If it is an area where team members have less experience then this should form the focus of the initial sampling carried out. Competence based qualifications a 'portfolio' is often the main source of evidence of competence and is the basis on which the assessment decisions are taken. A portfolio may be stored on paper or electronically. A 'portfolio' of evidence may be stored in one place such as in a file or folder or it might be comprised of evidence that is found in a number of locations – IE it has been left in its usual place in the work environment, The evidence must however, be linked by the audit trail provided through the assessment and quality assurance records so that it can be identified, located and sampled.

In sampling portfolio evidence that is left 'in situ' there are some practical implications for the IQA to consider:

• If evidence is left in its usual location then the internal quality assurer will have to sample it in its usual location. This will require QA staff to plan for and carry out visits to other premises as part of their sampling

• The QA audit trail still has to be clear, trackable through the evidence and the planned sampling must be carried out as required by the qualification

• It is crucial that the evidence is kept safely in its usual location and is readily available for sampling whenever the internal quality assurance sampling takes place. It is the responsibility of the IQA to put in place arrangements to ensure this.

• The evidence must also ensure that the records provide an audit trail are readily accessible to the External Quality Assurer (EQA). It is not acceptable for an EQA to be searching for evidence or records.

When deciding what to monitor or sample the IQA can use a range of techniques and will select one of more of these techniques, identifying the ones that best suit the activity being monitored.

There is a range of sampling techniques that an IQA can use. These include:

• Observation of tutors and assessors

• Sampling product evidence

• Sampling records

• Discussions with candidates

• Discussion with witnesses

FEEDBACK TO TUTORS AND ASSESSORS

Whatever is being sampled, monitored or carried out by the IQA one of the most important features is the quality of the feedback given to tutors and assessors as a result of the activity. All feedback needs to be detailed, specific and designed to improve practice. It should be delivered in both written and verbal format. IQAs should always:

• Produce written feedback

• Aim feedback at tutors/assessors – not learners

• Be honest

• Ensure comments are constructive and positive

• Start by asking the tutor/assessor what they thought themselves about their work

• Be factual

• Talk through each point of the feedback

• Give clear details of what was found/seen

• Specify what was done well and what needs to be done differently

• Seek to improve practice over the long term

• Agree next steps and timescales for change

• Record the process in detail

In addition where the sampling or monitoring identifies development needs these should then be entered on to the tutor or assessor's CPD development plan.

APPLY POLICIES, PROCEDURES AND LEGISLATION TO MEET EXTERNAL/REGULATORY REQUIREMENTS

All IQAs are required to implement the policies and procedures of their own organisation and those of the awarding organisation. This may be in relation to areas such as secure transport and storage of learner work, maintaining confidentiality, implementing the requirements for data protection etc. In addition IQAs are responsible for ensuring that all team members carry out their responsibilities in relation to legislation. In particular this includes requirements for: health, safety and welfare and equality issues including bi-lingualism. IQAs should check that all requirements continue to be met as part of the ongoing monitoring carried out in the Centre. The IQA also has a supporting role by creating and maintaining complete and up to date records of information is a particularly important function. When the Centre is inspected, audited or monitored by an external agency, the following range of information will need to be made available:

The written IQA procedures

• Numbers of current registered learners per qualification and level

• Learner Centre enrollment and awarding organisation registration details

• Tutor and assessor details – specifically CVs, CPD records, assessor qualifications (D units, A1, V1 or relevant TAQA units), development plans and workloads

• Learner progress reviews and achievements, special assessment requirements and equal opportunities monitoring information

• Training programmes, assessment records, plans, reviews and tracking sheets

• Available learner support resources

• Details of learning and assessment sites

• Details of satellite, franchise or partnership arrangements

• The internal quality assurance sampling strategy

• IQA records including feedback to tutors, assessors, discussions with learners

• Records of claims for certification

• Learner work and/or portfolios

• Minutes of internal quality assurance meetings Records of standardisation activities

• Procedures for storage and retention of centre records.

Following activity by the external quality assurer there is a real need to promptly disseminate information.

In some centres any action points are agreed with a programme co-ordinator or qualification manager then individual IQAs have responsibility to communicate pertinent parts of the external quality assurer's report to those tutors and assessors for whom they are responsible. It is important that action points raised by the external quality assurer are acted upon within the timescales specified. Failure to do so may result in a high risk rating as specified in the 'Our Quality Assurance Requirements'.

Because of security implications, it is extremely important that no claims for certification are made without the clearance of the IQA for the qualification. It is not acceptable for any claim for certification to be made by an IQA who does not meet the requirements specified in the qualification strategy – this may include holding an appropriate qualification.

Of equal importance is the need to maintain security of learner work and their assessment records. Work and portfolios for learners who have been certificated in between external quality assurer activities must be kept intact until the next activity so that they can be examined if requested. Original assessment records must be retained for at least three years and be made available for external quality assurance and to allow for any appeals or complaints to be progressed and resolved.

CPD

In addition IQAs are responsible for ensuring that their own practice is maintained and that they undertake CPD as required by the qualifications that they internally quality assure and to meet changing requirements in their role. There is a range of ways that an IQA can maintain their CPD including:

• Reflective practice

• Requesting feedback

• Undertaking training courses

• Individual research

• Attending forums

• Completing related qualifications

• Shadowing another IQA

• Training as an EQA

• Standardisation activities

• Undertaking related reading

• Attending relevant meetings or conferences

• Being observed

As a way of keeping up to date and to be a role model of good practice IQAs must be familiar with requirements and best practice in:

• Assessment

• The vocational area they quality assure

• IQA practice

7 SAMPLE FORMS AND DOCUMENTS

Pro-formas are used as part of an internal quality assurance process. They are not intended to provide a comprehensive system but rather to provide examples of key documentation. Centres staff may wish to adapt some or all of these forms to suit their particular needs, or simply to use them as a benchmark for their existing documentation.

1. IQA Induction Checklist

2. Qualification unit or achievement sheet and certification request form

3. IQA concerns form

4. IQA report and guidance

5. IQA final portfolio/qualification report form

6. Assessor induction agreement

7. Assessor induction checklist

8. Countersigning report form

9. Continuing Processional Development (CPD) record

10. IQA observation and questioning checklist

11. IQA sampling plan and record

12. IQA learner interview record

13. Exemplar IQA strategies and plans

Health and Safety Policies and Procedures Manual Handling, GSDO

Feb 2015

1. Introduction

The intent of this procedure is to set out how GSDO will control the risks to employees arising from handling activities and how it will meet the requirements of the Manual Handling Operations Regulations 1992. The work conducted by Active Educational Services has the potential to expose employees to risks associated with manual handling operations. We recognise this fact and will:

• ensure all handling risks are covered by risk assessment

• provide mechanical handling aids if appropriate to the task

• develop work schedules to minimise instances of manual handling

• provide manual handling training for those employees identified as requiring it. Once trained it is expected that all employees will follow the correct techniques for all manual handling activities. The term 'manual handling' is used to denote any job or task where human effort is needed to move an object, including lifting, lowering, pushing, pulling, etc.

2. Procedure

2.1 Manual Handling Risk Assessments Manual handling risks will be identified via one of two methods, depending which is appropriate to the particular job.

• Handling risks may be incorporated into the general risk assessments covering a particular job or series of tasks. This option will be used where the desired outcome is a single reference point for all risks relating to this job.

• Handling risks may be assessed separately via a manual handling risk assessment, on a job, area or process basis. This is the default assessment format used unless a specific need makes the former more desirable. Manual handling assessments will be conducted by **James Swallow-Gaunt** who has appropriate competence to undertake or lead them. Manual handling assessments will involve those individuals who carry out the tasks via their consultation during the assessments. Manual handling assessments will be reviewed whenever there is cause to suspect that they are no longer valid, or at a maximum time interval of one year, whichever applies soonest. The date of any review will be recorded with the assessment along with any comments.

1 Health and Safety Policies and Procedures Manual Handling follow HSE guidelines

2.2 Controlling Handling Risks GSDO recognises that a structured process is needed when deciding what actions to take in relation to risks arising from manual handling. It is also recognised that it may not always be possible to eliminate all handling risks but this will be done wherever it is reasonably practicable to do so. Risks will be addressed according to their risk level with high level risks or risks to multiple persons having preferential treatment. Manual handling controls may require capital investment and where this is the case Active Educational Services will undertake this via the capital investment and planning system. Risks will be eliminated, reduced or controlled according to the following hierarchy:

Process

Option 1: Elimination of risk e.g. change process or workplace. All personnel are protected as the risk has been removed and ongoing management of the risk is not required

Option 2: Mechanise If risks must remain, can a form of mechanisation be used to control the risk, e.g. conveyors. Requires ongoing management to ensure equipment is used

Option 3: Reduce the weights Where 1 and 2 are not possible. All personnel are partly protected although some risk remains and needs to be managed on an ongoing basis.

Option 4: Education Where risks remain, employees will be informed of the risks and how they can best control them via working techniques

Final responsibility for the determination of what is reasonably practicable in each level rests with **James Swallow-Gaunt** who will make this decision based on the risks present, resources available and in balance with other needs of the business. In practice, a combination of the above may be used, either permanently, or temporarily while a more permanent higher-cost solution is implemented. An improvement plan is held for health and safety for the site, outlining the forthcoming actions to control risks and handling issues will be incorporated within this.

All staff upon arrival at site carry out HSE Manual handling assessment provider in site packs

A Generic Policy Statement for Physical Education and Sport

Safe-practice standards, consistently applied by staff, students and other visitors, across all aspects of the school's or clubs GSDO programme are important.

The **purpose** of documented safe-practice standards in PES is to:

- offer PES within a well-managed, safe and educational context

- set out the responsibilities for health and safety in PES at all levels

- establish common codes of practice for staff and students

- provide common administrative procedures

- ensure statutory and local requirements are followed and other national guidelines, such as codes of practice, are considered

- ensure school health and safety policies and procedures adequately address the PES context of working on and off site and outside normal lesson times

- aid the recording and reporting of accidents and incidents

- audit and achieve consistent safety standards.

The **outcomes** of establishing and applying safe-practice standards in physical education are to:

- enable students to participate in PES that provides appropriate challenge with acceptable risk

- educate students about risk management, and their responsibility in this, in order for them to participate independently in physical activity later in life

- fulfill the provision of a broad, balanced and relevant curriculum for physical education through:

  - an environment that is safe for the activity

  - adequately supervised activities

  - the use of regular and approved practice

  - taking students through progressive stages of learning and challenge

  - building a system of advice and the practice of warning

  - using equipment for the purpose it was intended for

  - providing basic care in the event of an accident

  - the use of forethought and sound preparation

  - involving students in the process of risk management

- ensure clear management responsibilities and organisation provide for safe systems of work

- identify and provide for any professional learning needs the staff are likely to encounter in their work.

Aspects Relevant to Safeguarding Within a Physical Education and Sport Context

People	Context	Organisation

1 Students

- Feel knowledgeable, comfortable and confident in physical education and sport (PES) (IE caring ethos, safeguarding context and staff relationships).

- Group/team sizes match ability, size, age, maturation, demand of activity, space.

- Consideration given to specific situations as to whether anyone is likely to feel intimidated, threatened or harmed by others during activity.

- Organisation of teaching groups where students lead aspects of session.

- Clothing and footwear appropriate for activity and conditions.

- Jewellery and other personal effects removed/made safe.

- PPE adequate for activity demands.

- Equality Act requirements re access and involvement in PES addressed for those with cognitive, visual, hearing or motor impairment.

1 Protecting children from deliberate harm

- School safeguarding procedures adequately address PES situations.

- School procedures and codes of conduct known and consistently applied by all staff and students.

- Checks made with all club links/outdoor activity centres/other organisations used by school/signposted to students, with protocols known and monitored.

- Staff have good awareness of bullying/racist incidents, contexts and opportunities in PES and sports trips (including cyber-bullying) and monitor closely.

- General and PES-specific indicators of neglect, and physical, emotional and sexual abuse known and regularly monitored by all staff.

- Staff responses to disclosure of abusive experiences/knowledge consistent with school reporting policy.

1 Health and safety

- Good teaching standards applied.

- Good organisation (management) of lessons by teacher and of subject by subject leader.

- Consistent safety standards applied across team delivering PES programme.

- School policies, procedures and standards applied in PES.

- Risk assessments and documentation in written form, specific to school, reasonably comprehensive and reviewed regularly.

- Documents accessible to all staff.

- Students involved in their own safety in line with age and ability.

- Safe use of resistance equipment in multi-gyms.

2 Use of physical intervention/ contact/supporting

- Extra laps/press-ups etc not used as physical punishment.

- Students with English as an additional language (EAL) supported to understand safety procedures.

- Knowledgeable about procedures and routines.

2 Staff

- Safe recruitment procedures followed for all PES appointments.

- Competence to teach activity to level of student ability checked and monitored.

- License to coach, required by some governing bodies of sport/LAs, checked before employment commences, where relevant.

- Observation and analysis skills effective to ensure safe practice.

- Control, discipline and organisational skills adequate.

- Positive, encouraging, educational manner, appropriate relationships with, and respect for, students evident in all staff.

2 Medical conditions

- Staff know administration of medicines is a voluntary activity and cannot be enforced.

- Parents asked for relevant medical information.

- Information known and regularly updated to class teacher.

- Information always communicated to other adults teaching group.

- PES-related individual healthcare plans, where appropriate.

- Student medications available to use in different PES locations.

- Policy on removal/wearing of medical bracelets known and applied.

- School policy on medication management followed.

- Staff trained in specific medical situations as necessary (Eg epi-pens).

- School-parent agreements

- Stage/age/physical size/experience matched in contact sports and in dance when lifting/weight bearing.

- No adult takes full participation in contact sports or where 'accelerating projectiles' are used or in weight-bearing activities.

- Support (eg in dance or gymnastics) only given using appropriate techniques, with student informed and consent given.

- Spotters in trampolining well trained, effective and limited in number.

3 Overplay and overtraining

- Awareness of governing body of sport requirements/guidance.

- Appropriate size of court, pitch, hall and equipment for each age group carefully considered.

- Matching of

- Enhanced Criminal Records Bureau/Disclosure and Barring Service (CRB/DBS) disclosure confirmed and acceptable by school where any adult works with same group of students three or more times per month.

- DBS vetting and barring list checked by school before new staff/coaches work with students **(to be determined by the Protection of Freedoms Bill, expected to become law in 2012)**.

- Jewellery and personal effects removed/made safe.

- Professional development needs identified and supported with regular training.

- School procedures to deal with observation or disclosure of possible abuse known and applied consistently.

- Young sports leaders always supervised by adult staff.

- All PES staff avoid 1:1

on administration of medicines checked and applied to individuals.

3 First aid provision

- Provision for students available at all times on and off site.

- School has clear, detailed and effective procedures for managing first aid/emergency situations.

- Time implications for illness/injury at extremes of school site considered and addressed.

- Staff know and apply school procedures for management of first aid/emergency situations.

- Emergency contact system effective.

- Travelling first aid kit taken on all off-site visits.

- First-aider or appointed person with any group going off site.

- Reciprocal arrangements agreed for use of host school's equipment and facilities when injury occurs at

students/teams in terms of comparable age, standard, ability and confidence in early stages of competition.

- Any significant imbalance in any of these areas (eg size, age, ability, capability), fixture should be stopped and rearranged to reflect better balance and matching of participants.

- Appropriateness considered of activities where boys and girls compete or take part together in fixtures or competition.

- Programming and scheduling ensures participation in not more than one full sports fixture in any given day **or** where likely that students will participate in more than one game, attention given to programming and scheduling to match preparation by training and levels of skill

55

situations with students wherever possible.

- Senior staff with designated safeguarding responsibility known to all contributing to PES programme.

away fixtures/off-site events.

- Injury records kept according to school procedures.

- Near misses discussed to improve safety standards.

- School procedures followed for informing parents and follow-up.

- Community users aware of limitations of first aid provision by school.

4 Digital imagery, Internet safety, electronic communications

- School policy and strategy on Internet safety applied consistently in PES.

- All PES staff trained in Internet safety.

- Students reminded about Internet safety during PES sessions.

- School policy on staff contacting students by phone, email or text known and applied by all.

- Parents involved in any electronic communication about fixtures/visit

and fitness to ensure safe involvement.

4 Intimate care issues within PES

- School policy addresses PES context adequately.

- Staff trained and assessed as relevant (eg manual handling, administration of specific medicines).

- Gender staffing implications considered where intimate care applied.

- Dignity, decency and respect consistently evident.

5 Responding to weather conditions

- Avoidance of overexposure to sun effective.

- Rehydration systems in place.

- Staff teaching position avoids students looking directly into sun.

- Appropriate additional clothing allowed for cold conditions.

- Security of footing on

	arrangements, and only via disclosed list.	playing surface considered.
	• Photography and filming used only within a clear learning context, and parents made aware of such use within school policy.	• Students taught safe response if caught in sudden thunderstorm.
	• Procedures and protocols to ensure ethics and security of digital imagery known by all PES staff, applied consistently and communicated to parents.	
	• Access to images held by school controlled by password/authenticatio n process.	
	• Clear procedures and agreement where imagery used across groups of schools.	
	• Staff apply general safeguarding considerations in use of imagery (eg students cannot be identified, consideration of filming angles, general shots, particular care in swimming and gymnastics contexts).	
	• School policy applied on parental consent for digital imagery in	

	education contexts.	
	5 School/department security	
	• All adults involved in PES programme wear identification/are known to students.	
	• Facilities not in use locked wherever possible to prevent unauthorised access.	
	• Facilities checked before locking to ensure nobody locked in.	
	• High risk equipment disabled/locked/prohibition signs in place to prevent unauthorised use.	
	• Equipment and facilities checked periodically for continued safe use.	
	• Routes to outside areas safe, lit at night.	
	6 Drug and substance misuse	
	• Staff trained in recognising symptoms of drug misuse.	
	• School strategies to identify and support students with drug	

problems known
and applied.

- Check club links
  include
  anti-doping education
  and strict application of
  policies
  in written and
  practical procedures.

- Implications of doping
  to enhance
  performance
  communicated to
  students and
  monitored by staff.

- School policy on
  advising about sports
  supplements
  is followed.

7 Transporting students

- Clear school/employer
  policies on use of cars,
  taxis, coaches and
  minibuses for PES
  activities.

- Seat belts always worn
  in any vehicle where
  provided.

- Child restraints made
  available and used
  where required.

- Roadworthiness of any
  vehicle used is
  checked.

- Appropriate insurance,
  MOT, certification etc in
  place.

59

	• Requirement for driver to have CRB/DBS (and DBS clearance when/if necessary) checked and approved by school/local authority (LA). • No adult alone in any vehicle with single child other than their own unless an emergency. • Emergency contact information either carried by group leader or access ensured at any time if information held at school. • Safe embarkation/ disembarkation points identified and used. • No distraction of driver of any vehicle other than emergency. • Adult supervision ratios considered pre-journey. • Reciprocal arrangements in place. • Accredited/well-known taxi, bus and coach companies used. • Parents informed where their child is to be carried in another parent's car and agreement obtained. • Section 19 permit displayed in minibus if	

	any form of charge made by school.	61
	• School/employer requirements for driving minibus fully met.	
	• Minibus driver's legal responsibilities known and met.	
	• School system for management of minibuses compliant, effective and ensures safe use.	
	• Trailer towing regulations met.	
	• Passenger unobstructed access/exit ensured when luggage/equipment carried.	
	• Large groups to be subdivided into smaller groups for ease of management.	

Risk Assessment for On-site Physical Education, Including Level 1 School Games Intra-school Sport

School: **Subject leader:**   **Date of assessment:**

This form should be adapted to be specific to school by amending, deleting or adding specific questions in column 1. Tick in column 2 (safe) where health and safety concerns relating to that question are judged to be safe due to existing practices and standards. Tick column 3 (unsafe) if health and safety concerns exist (relating to the particular question in column 1) where further action is needed to make the issue safe. Where column 3 is ticked, list in column 4 who may be harmed by that significant risk – students, staff and/or other visitors. In column 5, list any extra precautions, over and above what is already in place, that need to be implemented to make this issue safe. Answer the questions below to fully assess the safety of the whole on-site physical education and sport (PES) programme (sections 1–5) and regular away fixtures programme (sections 6–10).

Separate risk assessments will be needed for each special event (eg sports day or sport-related off-site visit such as a sports tour or visit to Wembley).

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
1 People: Staff • Do staff feel confident/competent/have adequate qualifications and experience to fulfil their teaching commitments safely? • Has the teaching and discipline capability of all staff been				

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
checked?				
• Does anyone require some form of professional development or support for reasons of safe teaching?				
• Is staff supervision of students appropriate to their behaviour, age and development stage, and the facility layout?				
• Are there any times when additional supervision is required but not provided?				
• Are there any times when students are not supervised that give cause for concern?				
• Do staff have sufficient knowledge of individuals and groups they teach to maintain a safe situation?				
• Are there any control/discipline/behaviour problems with any student/group and any adult teaching them that cause safety concerns?				
• Are student medical conditions known by any adult teaching an individual?				
• Is relevant medical information				

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
always passed on to visiting staff before they teach a group? • Are staff observation and analysis skills adequate? • Is staff clothing or personal effects appropriate for teaching PES? • Do all staff occupy appropriate teaching positions in relation to participants? • Do all staff know their role and responsibilities? • Is effective communication between the teacher and support staff evident? • Do all adults teaching groups have appropriate insurance cover where needed? • Have disclosure certificates been seen for all support staff?				
2 People: Students • Are group sizes and teacher:student ratios always safe? • Is clothing and footwear				

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
appropriate for each activity?				
• Is the policy on jewellery and other personal effects applied consistently?				
• Is safety equipment/personal protective equipment (PPE) available and used where needed (eg shin pads)?				
• Are the school policies on physical contact (supporting) and substantial access (1:1) known and applied effectively?				
• Are there any concerns about Equality Act requirements for access and involvement in PES for those with cognitive, visual, hearing or motor impairment?				
• Do the students know and safely apply PES routines and procedures appropriate to their age/ability?				
• Are any individual care				

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
issues met? • Are there any safety issues about participation in any specific activity?				

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
3 Context: Procedures/routines • Has the head teacher been made aware of/approved all activities offered? • Have off-site visit requirements been met – lists, first aid etc? • Have parents been informed and any necessary permission obtained? • Is movement to the work areas safe and orderly? • Is access to each facility safely managed? • Is first aid equipment provided, and are procedures and responsibilities known by staff and (where appropriate) students? • Are safety information notices evident, clearly positioned, effective, shared and applied? • Are emergency evacuation procedures known? • Are safeguarding procedures and training in place? • Is the policy on digital imagery known and applied, and have the				

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
required permissions been obtained? • Are all procedures monitored adequately?				
4 Context: Equipment • Is equipment used for the purpose for which it was designed? • Is all equipment in good condition and used safely, including electrical items? • Is equipment suitable in size, type, weight, quality for the age, build and strength of students? • Have students been taught to carry, move, place and retrieve equipment safely? • Is supervision of the carrying/placing of equipment managed, where appropriate? • Do staff check equipment before use by participants? • Do staff regularly check equipment before use and report any faults found? • Is equipment easily accessed and safely stored?				

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
• Are routines for the collection, retrieval and changing of equipment known and applied by staff and students? • Are there any other equipment handling, carrying or siting concerns in any activity? • Is there an annual gymnastics, play and fitness equipment inspection check by a specialist company? • Is any improvised use of equipment allowed? • Is all required safety and rescue equipment present?				
5 Context: Facilities **Changing:** • Is the changing area safe (space, pegs, floor surface, supervision)? • Is the route from the classroom/changing room to activity area safe, especially for young/disabled students? **Work area:** • Is access to the facility safe (steps, doors, disability issues)? • Are fire exits clear, with emergency egress possible? • Are fire extinguishers/notices etc present?				

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
• Are safety signs present, in correct locations and illuminated?				
• In case of emergency evacuation, are doors unlocked?				
• Is the first aid provision/system suitable for the facility/students etc?				
• Does the playing/work surface provide secure footing?				
• Is the work area an optimum size for the group/activity/organisation?				
• Are there any obstructions (heating, columns, piano etc)?				
• Is the lighting safe and adequate for activities?				
• Does the location of windows cause sunlight on to work area?				
• Are there any display and other furniture issues?				
• Are the storage space/system/routines safe?				
• Are there any obvious entrapments?				
• Are goalposts/nets etc safe, secure and in good condition?				
• Are there plastic/glass/stone/hole problems on pitches?				
• Are there any activity-specific safety concerns?				

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
6 Context: Transport (where used for PES) • Is a clear policy applied where any form of transport is used? • Are school vehicles checked for roadworthiness before use? • Is a reputable coach/taxi company used? • Are there clear procedures about the use of parents' cars? • Are embarkation points safe? • Are seat belts always used? • Are booster seats available where required? • Is there always a check on numbers leaving and returning to the transport? • Are driver requirements and responsibilities known and applied? • Is there an emergency contact system in place? • Are there any concerns about supervision while driving? • Is there a procedure for dismissing students after an event away from school that is				

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
understood, accepted and applied by all staff, students and parents? • Are procedures in place in the event of a transport problem arising?				
7 Organisation: Class organisation/management: • Are group numbers always known/checked? • Is a register check taken for every session/lesson (secondary)? • Do staff regularly scan or do head counts at the beginning/during/end of lessons? • Are group organisation/management procedures safe and consistently applied? • Are demonstrations accurate and safely performed? • Are students with visual, hearing, motor or cognitive impairment catered for appropriately to enable them to participate safely? • Are there any activity-specific safety concerns?				

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
8 Organisation: Teaching • Does the demand/challenge in sessions match students' abilities, needs and confidence? • Are appropriate teaching styles used to ensure safety? • Is regular and approved practice used at all times? • Are physical support and manual handling techniques known and applied, where appropriate? • Is intervention appropriate to individual student needs? • Are tasks differentiated to meet individual abilities and confidence? • Are rules consistently applied in games? • Do staff know the limits of their involvement in games, practices and demonstrations involving students? • Does the play schedule allow appropriate activity/recovery periods? • Are there any activity-specific safety concerns?				

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
9 Organisation: Preparation and progression • Do written schemes of work/other guidance set out safety issues to be followed? • Do lessons provide appropriate and effective warm-up/cool-down? • Is student-led warm-up monitored by staff? • Is progression based on ability? Are progressive practices known and applied? • Are rehydration/sun protection planned for? • Are overplay/overtraining implications checked/known?				
10 Organisation: Emergency action • Are accident and emergency procedures to address potential incidents during lessons and visits set out, known and applied by all? • Can first aid support be summoned and provided quickly? • Are contingency plans to address potential incidents during lessons and visits set out, known and applied by all staff?				

Risk Assessment Form for School Games Level 2 Inter-school Sport, Level 3 Centrally Organised Events and Other Off-site Fixtures

Complete the form as per the instructions at the beginning of Appendix 10.

Away Fixtures Issues (Issues to consider in addition to the on-site assessment given in Appendix 10. Complete this form once per year to cover the whole fixture programme, including level 2 school games events as procedures are the same whatever the activity). Complete separately for each centrally organised sports event.	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable if Not Resolved)	Who Affected	Additional Precautions/Procedures Needed to Make Safe
Pre-event • Has the head teacher approved the event? • Are school policies/procedures for taking groups off site known/applied? • Are consent forms required? If so, have they been obtained? • Are parents aware of the itinerary, programme, particular needs and conditions, insurance provision, emergency contact system and venue address? • Do staff know their roles and responsibilities? • Do staff have adequate group-management skills/knowledge of the group? • Is a group register available? Has it				

Away Fixtures Issues (Issues to consider in addition to the on-site assessment given in Appendix 10. Complete this form once per year to cover the whole fixture programme, including level 2 school games events as procedures are the same whatever the activity). Complete separately for each centrally organised sports event.	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable if Not Resolved)	Who Affected	Additional Precautions/Procedures Needed to Make Safe
been taken to the event? • Are medical backgrounds known? • Are any reciprocal arrangements with the host school clarified/known? • Has contingency planning been thought through? • Are the school's crisis-management plan requirements built in to the risk assessment and planning?				
Assembly • Is it a continuous duty of care or broken where parents take responsibility for the journey? Is there clarity about where this duty begins/ends? • Have numbers in the group been checked at departure and during the journey? • Has kit/footwear been checked? • Have medication and other personal needs been checked? • Is emergency contact information to hand during the journey? • Do the students know and apply the school's code of conduct?				

Away Fixtures Issues (Issues to consider in addition to the on-site assessment given in Appendix 10. Complete this form once per year to cover the whole fixture programme, including level 2 school games events as procedures are the same whatever the activity). Complete separately for each centrally organised sports event.	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable if Not Resolved)	Who Affected	Additional Precautions/Procedures Needed to Make Safe
• Is a mobile phone to hand in case of emergency? • Have large groups been subdivided into smaller groups with a designated adult responsible for each subgroup?				
Journey • Coach/minibus/taxi/cars – are local authority (LA)/school/legal requirements met (first aid kit/appointed person for first aid/who can drive/number of staff needed to supervise and drive/where staff sit in vehicle/basic vehicle check made if appropriate)? • Are embarkation/disembarkation points safe? Is contingency action planned in the event of illness on the journey etc?				
Venue/competition • Has the venue been risk assessed by the home team/organiser? • Are there any group or activity management issues (eg one member of staff with two teams/officiating and supervising)? • Is acceptable behaviour assured? • Are periodic head counts carried out?				

Away Fixtures Issues (Issues to consider in addition to the on-site assessment given in Appendix 10. Complete this form once per year to cover the whole fixture programme, including level 2 school games events as procedures are the same whatever the activity). Complete separately for each centrally organised sports event.	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable if Not Resolved)	Who Affected	Additional Precautions/Procedures Needed to Make Safe
• Is there equality in size/experience/confidence between teams? • Are kit and footwear appropriate to the weather/playing surface? • Have personal effects been removed for the competition? • Is relevant personal protective equipment (PPE) worn (pads/helmets/mouth guards etc)? • Have first aid cover/reciprocal arrangements with the host been confirmed? • Are officials competent/qualified? • Has the facility/equipment been checked before use as part of the host school risk assessment? • Is emergency action plan clear (hospital/rest of team/staff illness/communication)? Have weather conditions been considered (sun protection/rehydration/storms/other seasonal considerations)?				
Return journey • Is a head count taken before leaving				

Away Fixtures Issues (Issues to consider in addition to the on-site assessment given in Appendix 10. Complete this form once per year to cover the whole fixture programme, including level 2 school games events as procedures are the same whatever the activity). Complete separately for each centrally organised sports event.	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable if Not Resolved)	Who Affected	Additional Precautions/Procedures Needed to Make Safe
the venue? • Are embarkation/disembarkation points safe? • What dispersal point(s) have been communicated and agreed? Are parents aware? • What arrangements are in place if parents are delayed in collecting their children? • What arrangements are in place if the journey is delayed (breakdown/traffic etc)? Has the anticipated dispersal time been communicated to parents?				
Event evaluation • Are there any near misses/incidents to review? • Have injuries been recorded and the outcome followed up? • Can any improvements be made for the next event? • Is any feedback necessary to head teacher (HT)/subject leader (SL)/staff/ students/parents? • Are any adjustments to the risk assessment necessary? (Record to				

Away Fixtures Issues (Issues to consider in addition to the on-site assessment given in Appendix 10. Complete this form once per year to cover the whole fixture programme, including level 2 school games events as procedures are the same whatever the activity). Complete separately for each centrally organised sports event.	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable if Not Resolved)	Who Affected	Additional Precautions/Procedures Needed to Make Safe
inform future planning.)				

Signed: Subject leader: **Head teacher:** **Date**:

Environmental Policy

Update July 2015

GSDO are committed to the continuous improvement of environmental performance and management and the prevention of pollution from the activities we undertake. We will comply with all applicable legal and other relevant requirements that relate to our environmental aspects, official codes of practice and, as far as practicable, accepted best practice in environmental management. We are committed to:

☐ Implementing energy saving technologies and initiatives

☐ Adopting strategies to minimise the environmental impacts of business travel

☐ Using utilities in a responsible and economic way to minimise negative impacts on the environment

☐ Managing waste according to our duty of care, minimising volumes going to landfill, by re-use and recycling wherever possible

☐ Purchasing supplies wherever possible which are recycled and recyclable, and whose production and use minimises the consumption of natural resources

☐ Conserving resources by ensuring that buildings and fittings are properly maintained and reflect appropriate eco guidance

☐ Communicating this policy and our environmental performance to appropriate people working for or on behalf of the organisation

☐ Using contractors / suppliers who perform the services in accordance with the government's environmental policy, demonstrating commitment to the continuous improvement of environmental performance and the management and prevention of pollution from the activities they undertake. Objectives and targets are set and reviewed each year according to the commitments for greening Government operations and procurement. When requested this policy will be available to the public.

This policy is reviewed every 12 months.

Safe Teaching: A Summary

When planning, teaching and evaluating lessons, consider the relevance of the following (not all will apply to any single situation):

People-related Principles

• **Knowledge** to teach the activity safely in relation to the ability levels of the students and demands of the activity.
• **Forethought** by planning for and thinking logically through the lesson – 'This is what I want to do; this is the way I want to do it; is it safe?'
• **Observation and analysis skills** to ensure that what is going on is safe and, if it is not, know what to do to make it safe.
• **Discipline, control, behaviour and group management skills** to organise and maintain a safe learning environment for all.
• **Knowledge of the students** to cater for their individual needs, confidence, previous experience, behaviour, abilities, health and fitness profiles, medical conditions, stage of development, religious and cultural needs, vulnerability and understanding of their safety awareness.
• **Managing support staff** involved in the lesson – do they know their role and responsibilities, and do you keep each other up to date on relevant student and school information?
• Your **footwear and clothing is suitable** for practical activities.
• **Student clothing** is appropriate for the activity and weather conditions.

- **Student footwear** (including barefoot work) is appropriate for the activity and work surface, and provides traction. Any implications of mixed footwear are considered.

- **Long hair is tied back**; fingernails are appropriately short to prevent injury to themselves or others.

- **Student personal effects**, including jewellery and cultural or religious adornments, have been removed or the situation adjusted to make it safe for participation with the personal effects if they cannot be removed. Where the teacher cannot identify any reasonable alternative organisation strategy to make the situation safe, the student should take some other part in the lesson.

- **Personal protective equipment** (PPE) is worn by students where it is deemed necessary for safe participation, or the activity is amended to enable safe participation without the PPE.

- **Students' involvement in, and responsibility for, their own safety** relevant to their age, ability, experience and awareness by checking their understanding, providing opportunities to assume appropriate levels of responsibility and giving clear instructions.

- **Safeguarding** procedures are followed – physical contact, recognising signs of abuse, disclosures of abuse, travel, residentials.

- **Parental consents** are obtained, where relevant to the activity.

Context-related Principles

- The employer's and/or school's **policy and procedures** relating to physical education are known and applied, such as dealing with emergencies or physical contact (touching) with students.

- **Registers and records** of attendance and non-participation are kept in order to maintain knowledge of how many are present and who is participating in the lesson, and monitor and adjust the programme, where necessary, when students rejoin after injury or absence.

- **Changing provision** is checked in terms of safety, security and supervision appropriate to the age and/or development stage of the students.

- **Movement to the work area**, whether on or off site, is orderly and safe.

- **Work space** is visually checked to ensure it is sufficient for the group size, nature and demands of the activity and the skill levels of the students, noting any obstacles, damaged areas or leakages etc.

- **Fire safety provision** and evacuation routes are checked as you enter a facility and before the lesson commences.

- **Injury, emergency evacuation or critical incident procedures** are known and applied as relevant whether on or off site.

- **Equipment** practicalities are considered, including storage, accessibility, condition, carrying, positioning, being fit for purpose, using only for the purpose it is designed for, retrieval systems (eg in athletics throwing events).

- **Safety and rescue equipment** is readily to hand throughout the lesson.

- **Electrical equipment** has been certified as safe to use by the school's system for testing such equipment.

- **Walking routes** taken by students going off site are known and checked so safety procedures are adequate.

- School procedures for the safe use of any **transport system** are known when taking groups off site, such as safe embarkation points, legal driving requirements and passenger lists being available to ensure immediate emergency contact with parents.

Organisation-related Principles

- A well structured and differentiated **scheme of work** is used to set appropriately challenging work.

- A consistent **lesson structure** that includes introductory activity (including appropriate warm-up), technical development, consolidation of skills and concluding activity (including appropriate cool-down).

- Clear **learning outcomes** are identified and shared with the students, with safe strategies to achieve these whereby the benefits of the experience outweigh the likelihood of injury occurring.

- **Progression and pitch** (level of demand) of the activity are carefully planned and developed, checking that students are competent, confident and appropriately prepared before moving on to more complex or demanding tasks.

- **Regular and approved practice** is used (ie that based on local authority, professional association, governing body of sport or other reliable guidance) so any improvisation strategies are rare, used with caution and only after due forethought about the possible safety factors.

- A safe **learning environment** is established through a clear explanation of the task, checking understanding, observing the students' initial response for safe standards, and then reinforcing the instructions and amending or developing the task for individuals in order to maintain a safe but challenging learning situation.

- Particular students are monitored closely, such as those with **visual, hearing, cognitive, behavioural, confidence or any other individual needs** to check they understand the task and can learn within an environment that is safe for them, and support staff can be guided accordingly.

- Your **teaching or observation position** enables frequent scanning of the whole class to ensure safe practice is maintained, particularly when you move into the work area to support and develop a small group.

- **Preparation** for the lesson is sufficient for the weather conditions and demands of the activity, specific to the activity, where appropriate, and performed safely and accurately in order to be effective in preparing the body and mind for the activity.

- The extent, form and procedure for appropriate safe **supervision** according to the gender mix, age, behaviour and experience of the group, including changing provision.

- **Match the students** in terms of size, ability, confidence, previous experience in teaching situations and the first stages of competition, particularly where weight bearing, physical contact or 'accelerating projectiles' is applied and also consider any implications of managing **mixed-gender** activities.

- Accurate **demonstrations** and explanations are provided in a form that enables individual perceptual preferences – visual, aural and kinaesthetic – to be used to develop understanding and competence.

- **Rules are strictly applied** in games and combat sports.

- **Staff participation** in student activities is restricted such that your role is simply that of enabling increased fluency in a game situation, as in pausing the flow to establish better positions to receive passes, and ensuring that where any physical contact between you and students is necessary, it is conducted in an appropriate manner such that it cannot be misconstrued or misused.

- **Rehydration** provision may be a safety factor because of the weather conditions or demands of the activity. Determine whether there is a need to allow students to use **sun protection** in strong sunlight.

- Monitor the group for signs of **fatigue,** adjusting the level of demand and participation accordingly.

- Build **contingency planning** into your preparation for on-site and off-site activities in the event that a situation arises where the possibility of injury increases.

- **Ongoing safety checks** are maintained throughout the lesson and consideration given to how the planned activity or organisation can be amended to maintain that safe standard where doubt is established. This is sometimes referred to as a **dynamic risk assessment**.

- Be aware of the relevant aspects of the school PES **risk assessment** or the normal operating procedures (NOP) and emergency action plans (EAP) for off-site facilities.

School Accident Report Form

(This form could supplement the employer's accident report form.)

Accident Details
Student's name: Age: yrs   mths   Sex: Height: m   cm
Student's home address: Tel no.:
Class: No. in class: No. of boys: No. of girls:
Teacher in charge: Other adults present in lesson:
Type of lesson: Unit no.:   Lesson no.:
Nature of injury:
Approx time of accident:

Location

In the space above, draw a plan of the location of the accident showing the position of:

- any apparatus, equipment etc

- the student involved in the accident

- any adults present

- two witnesses.

Give approximate measurements (in metric) to show the relative relationship of the people to apparatus and each other.

Other persons involved

Names of any school staff sent to assist at the scene of the accident:

Name of person who carried out emergency aid:

Names of witnesses:

Statements obtained from witnesses: Yes   No
(circle appropriate response)

Name of person who contacted:

- ambulance service:

- student's parents:

Post-accident Procedures

Assessment of the nature of the injury determined that the student should be treated by:

(circle appropriate response)

school only   hospital A&E department   student's doctor

Treatment at school

- Name of person who carried out treatment:

- Brief details of that treatment:

Treatment at A&E department

- Approximate time between accident and arrival of ambulance:

- Name of paramedic (if possible):

- Who accompanied student to hospital?   Parent   School staff

    (circle appropriate response)

- If school staff, state name:

    – Did hospital ask member of staff to   Yes   No
    sanction
    any action or form of treatment
    prior   to   arrival
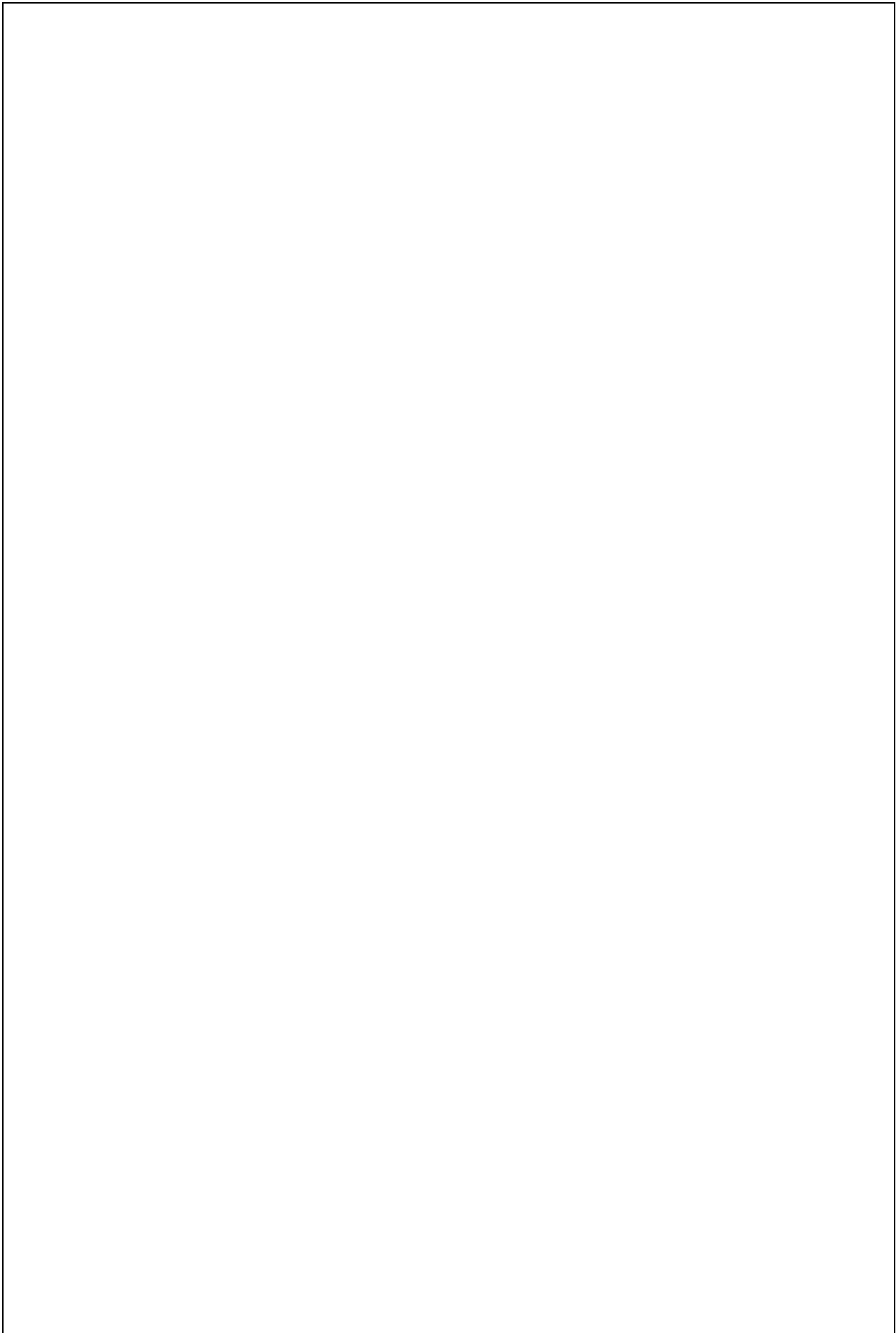   of   parents?   (circle   appropriate
    response)

    – If **Yes**, specify action or treatment:

- Approximate time parents arrived at hospital:

    - Was   student   admitted   to   hospital   Yes   No
    following   treatment   in   A&E?   (circle
    appropriate response)

    - Did   the   student   receive   treatment   for   Yes   No
    identified injuries at the hospital?

Summary of actions

91

Follow-up Procedures

Completion of employer's accident report form

- Form completed by:

- Date forwarded to employer:

Note: The school is legally obliged to complete and submit the form to the employer as soon as possible after the accident so the employer can comply with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).

It is now a requirement to report an accident involving a student **only** if the accident:

- results in a student being killed or taken to hospital for treatment of an injury

- arises out of or in connection with the work activity – ie is **attributable** to:

  - the work organisation (eg poor organisation, management or supervision of an activity)

  - any equipment or substances (eg fitness machines, gymnastic equipment, swimming pool chemicals)

  - the condition of the premises.

Injuries arising out of normal participation in an activity (ie not related to failing in the organisation or management of an event or faults in the premises) are **no longer reportable to the HSE**. Neither are situations where a visit to a hospital occurs, but no injury is identified.

Risk assessment

- Risk assessment of the lesson reviewed by:

- Date carried out:

- Was a change to procedures recommended? Yes   No (circle appropriate response)

- When were these changes implemented?

Contact with parents

- Who contacted parents to ascertain student's progress?

- How soon after the accident was contact made?

- Brief details of information received:

Student's return to school

- Date of return to school:

- Date of restart of physical education:

Any restrictions on student's involvement in physical education laid down by medical profession:

Form completed by:

Signed: Date:

Note: Schools may choose to attach additional information to this form (eg employer's accident report form, witness statements, risk assessment form covering activity, photocopy of register covering the four weeks prior to the accident).

Managing a Sports Event – Some Planning Issues Identified

To be read in conjunction with any school or local authority (LA) educational visits documentation. Local requirements may set out issues additional to those listed here.

Aspect	Away Match	Day Festival (in addition to aspects listed in the previous column)	Tour (in addition to aspects listed in the two previous columns)
Pre-event	• Head teacher (HT) aware? • School policies/procedures known and applied? • Consent forms required and, if so, obtained? • Parents aware of itinerary, programme, particular needs and conditions, insurance provision,	• Governors' approval needed? • Additional staffing needed to cover supervision/ officiating etc? • Group issues clarified – age, ability, behaviour, selection? • 'Telephone tree' (cascading communication system to convey messages/ delays	• LA/governors' approval needed and all requirements met? • Paperwork checked (eg passports/additional insurance if needed)? • Injections/medications required prior to and during tour? • Student code of conduct developed from basic school visit requirements (eg communication/ mountain code/country

	emergency contact system, venue address? • Staffing – roles and responsibilities/ ratio/expertise/ group management/ knowledge of group? • Group register available? • Medical backgrounds known? • General risk assessment made and requirements followed? • Reciprocal arrangements with host school clarified/known? • Other 'what ifs'/ contingency planning thought through? • School's crisis-management plan requirements built in to risk assessment and planning?	back to parents) completed? • Pre-visit made to venue? • Risk assessment made if possible? • First aid – provided by host?	code/safety on water)? • Parents have copy of itinerary, contact details etc? • Leadership skills evident? • Additional staffing requirements identified (eg residential/adventure activities/city tour/swimming involved)? • Implications of taking non-school staff considered and adjustments made? • Safeguarding issues checked (eg host families)? • Students adequately prepared for tour?
Assembly	• Continuous duty of care? If not, clarity	• Students and parents know time to meet,	

	re ending/beginning etc? • Register/head count in? • Kit/footwear check? • Medication etc check? • Emergency contact information to hand? • Students know and apply code of conduct? • Mobile phone to hand in case of emergency?	what to do if they miss coach etc? • Have large groups been subdivided into smaller groups for ease of management with an adult designated to manage each subgroup?	
Journey	• Coach/minibus/taxi/ cars – LA/school/legal requirements met? • First aid kit/appointed person/who can drive/supervise and drive/where do staff sit/additional supervision or drivers needed/basic	• Additional drivers needed? • Management of breaks in journey (eg motorway service areas)? • Head count after any break in journey?	• Package tour conditions? • Implications of foreign law, standards, health, language? • International driving requirements? • Supervision at airport/terminals etc? • Information to be carried by students in case of separation from

	vehicle check made? • Safe embarkation point? • Register? • Head count before leaving? • Emergency action plan? • Delays etc? • Illness on journey? • Safe disembarkation point?		main group?
Venue/ competitio n	• Venue risk assessment – by home team? • Any group or activity management issues (eg one staff with two teams/officiati ng and supervising)? • Acceptable behaviour assured? • Periodic head	• Programme allows sufficient rest/ recovery periods? • Total playing time? • Provision of refreshments? • Contingency plan in case of early completion/ abandonment of programme (see telephone tree)?	• Itinerary? • Security of accommodation? • Home care abroad safeguarding requirements/ standards/different attitude? • Misuse of camera mobile phones? • Student code of conduct applied? • Additional insurance needed? • Down/free-time

		counts necessary? • Equality in size/experience/ confidence? • Kit and footwear appropriate to weather/playing surface? • Personal effects? • Personal protection – pads/helmets/ mouth guards? • First aid cover/reciprocal arrangements with host confirmed? • Competent/qualified officials? • Facility/equipment checked before use as part of host school risk assessment? • Emergency	• Has consent been granted/is it necessary for any photography that may be involved? • Sunshade/rain cover available? • Change of clothes needed? • Supervision appropriate?	issues? • Policy on student use of mobile phones? • Students have accessible point of contact in host country? • Reciprocal arrangements clarified if hosted by another school/group?

	action plan – hospital/rest of team/staff illness/ communicatio n? • Weather issues – sun protection/ rehydration/ storms/other seasonal considerations?		
Return journey	• Head count? • Safe embarkation/ disembarkatio n? • Dispersal point(s)? • Parents aware? • Strategy if parents delayed? • Journey delayed – breakdown/tra ffic etc? • Anticipated dispersal time communicated?		• Numbers checked after any break in journey? • Supervision arrangements known if public transport/ ferry/airport etc involved? • Information to be carried by students in case of separation from main group?
Event evaluation	• Any near misses/ incidents to review?		

	- Injuries recorded and outcome followed up? - Any improvements for next event? - Any feedback necessary to HT/ subject leader (SL)/ staff/students/ parents? - Any adjustments to risk assessment? Formally recorded to inform future planning?		

Classroom/ DOJO environment checklist for effective learning.

Focus area	Desirable elements	Evidence
Sharing objectives and reviewing learning	• Objectives displayed and discussed • Key questions displayed and used in lesson starts and plenary: (What/ When? How? When?). • Key questions and prompts available to support children's talking and thinking about learning. • Use of key questions/ grids to trigger prior knowledge. • Curriculum displays include statements and questions to highlight key learning points.	
Curricular targets	• Key literacy and mathematics targets are displayed. • Classroom displays, visual prompts and resources support key curricular target focuses, e.g. structural organisers.	
Vocabulary	• Key words/ technical vocabulary displayed for a variety of curriculum areas. • Vocabulary referred to and used within teaching. • Definition of words discussed with children.	

	• Collections of words or phrases to support key writing forms, e.g. sticky notes, cards, pocket charts.	
Positive affirmations	• Positive affirmations are displayed in the classroom and referred to regularly. • The teacher actively fosters positive attitudes and behaviours. • Successes are celebrated.	

- **Are the resources/ displays/ prompts used as a teaching tool? Yes/No**

- **How interactive are they?**

- **Have you also got displays that celebrate learners work?**

- **Are Clocks and time aids visible Yes/No**

- **Are Desks equally spaced and easily accessed with enough space Yes/No**

- **Is the classroom temperature maintained to promote a learning environment YES/NO**

Classroom Support Checklist

NAME

DOB

CLASS

DATE

GENERAL INFORMATION	CHECKED (yes/no)	SUMMARY OF INFORMATION
Parents Consulted		
Information from previous school/preschool, or		

previous class teacher gathered

Hearing

Vision

Motor Skills

Medical Needs

Basic Needs checklist completed

Assessment of learning screening, attainments tested, if appropriate

GENERAL INFORMATION (Contd..)	CHECKED (yes/no)	SUMMARY OF INFORMATION
Observation of learning style/ approach to learning		
Observation of behaviour		
Interview with pupil		
Classroom work differentiated		
Learning environment adapted		
Yard/school environments adapted		
Informal consultation with outside professionals		

ACTION NEEDED

ACTIONS AGREED WITH PARENTS AND RELEVANT STAFF

Classroom Support Checklist Guidelines

GENERAL INFORMATION	CHECKED (yes/no)	SUMMARY OF INFORMATION
		Meeting parents/guardians to inform them of any concerns is important. The parents views on:
Parents Consulted		their child's health and development (see below for further information);
		their child's strengths and interests;

	their child's learning at home and in school;
	factors which they think may be contributing to any difficulty and views on what might help can be ascertained.
	In addition, check whether there has been involvement from any outside agency.
Information from previous school/preschool, or previous class teacher gathered	If a pupil has transferred from another school, updated information on their progress and any assessment and intervention results should be made available with the consent of parents. Information from preschools on the child's early development, learning and behaviour can also inform school programmes and practice.The name of the school, preschool/play group and the length of time the child attended could be kept on file.
Hearing	Check when the pupil's hearing was last tested and the results. If there is a difficulty check: how long there has been a problem; who the child is attending; the level of difficulty; weather the problem is impacting on the child's education.
	Check when was the pupil's eyesight was last tested and the results. If there is a problem check
	what type of difficulty it is;
Vision	whether the pupil needs to wear glasses in school and if so, when;
	if they attend a specialist;
	whether the problem is impacting on the child's education.
Motor Skills	Check if the child has had any difficulty walking, crawling or with self-help skills (eg. closing coat, using cutlery)
Medical Needs	Check whether the pupil is generally in good health. If not, gather relevant details e.g. operations, asthma, eczema, allergies etc.

Basic Needs checklist completed		See resource pack for explanation and checklist.
Assessment of learning screening,attainments tested, if appropriate		Gather information from the following type of screening tests:
		the Belfield Infant Assessment Profile (BIAP);
		LARR Test of Emergent Literacy;
		Middle Infant Screening Test (MIST);
		Early Language Skills Checklist;
		Non Word Intelligence Test (NRIT);
		SIGMA - T; MICRA - T;
		Drumcondra reading and Math tests.
		Neale Analysis of Reading.
		In addition, consider the pupil's language and communication and gross and fine motor skills.

GENERAL INFORMATION (Contd..)	CHECKED (yes/no)	SUMMARY OF INFORMATION
		Consider the following.
		Whether the pupil learns best through seeing, listening or doing.
		How they approach a task (with confidence, anxiety, nervousness).
Observation of learning style/ approach to learning		Can they plan their work and approach it in an organised fashion?
		How do they attend to a task?
		What feedback do they require?
		Do they work accurately or speedily?
		Do they pay attention to detail?
Observation of		Observe the pupil's behaviour in a range of situations (class, small group, during paired

behaviour	work, in the yard, around corridors). Record what can be seen or heard. (eg. concentration, social skills)
Interview with pupil	Depending on the nature of the pupil's need and age ask the pupil what they feel they are good at and not so good at in school, what they like and dislike, who they enjoy playing with or working with. If the pupil has a behaviour difficulty ask if they know what is causing them concern or getting them into trouble. Find out how the pupil feels in these situations and whether they want to change their behaviour. Check whether they have any ideas how they could improve the situation. (see my thoughts about school checklist).
Classroom work differentiated	Check whether: the pupil's ability and levels of attainments match with the tasks that are set; tasks are achievable for the pupil; the content methodology and resources are varied and match their leaning style.
Learning environment adapted	Consider the classroom environment, social factors, relationships, teaching and learning. (See learning environment checklist).
Yard/school environments adapted	Consider the play area, corridors, P.E hall, assembly area and whole school issues that may affect learning or behaviour.
Informal consultation with outside professionals	Seek any relevant professional advice or information from, for example: Visiting Teacher: NEPS Psychologist; Speech and Language Therapist.
ACTION NEEDED	After gathering this information and clarifying the pupil's needs, actions can be agreed with parents.These actions should be specific and manageable for both the class teacher and parent. Only a small number of actions should be agreed (no more than four). (See Classroom Support plan template for examples on how to record these actions).
ACTIONS AGREED	Following an agreed period of intervention, the

WITH PARENTS AND RELEVANT STAFF	outcome of the actions should be shared with parents and relevant staff. (See Classroom Support Plan for an example of how to record this review).You may want to consider informing the Principal regarding the child's needs and progress at this stage.

Complaints Procedure:

Information on making a complaint

We are committed to providing a professional, efficient, courteous and helpful training service to all our customers. However, if you believe that things have gone wrong and you are dissatisfied with our service, we want you to tell us. Then we can resolve your complaint, and try to ensure it does not happen again. This procedure tells you how to make a complaint about any of our training services.

All our staff receive guidance on how to handle complaints.

How do I make my complaint?

You may be able to resolve your complaint by taking it up immediately with the individual trainer or tutor concerned, or by calling your account manager on 07716383215

But if you are not satisfied please write to the UK Head instru, you can write to our head office

You can also telephone us on **07716383215**

email **info.activu@gmail.com**, although you may be asked to put the details of your complaint in writing.

What should I include in my complaint?

You should include:

Your name (and company name if appropriate), and address;

The name and date of the course you attended;

Copies of any relevant correspondence about the complaint;

The name of the person who you wrote or spoke to, and when, to help us find the papers and/or phone logs;

Details about what has gone wrong or has not been handled properly; and

An explanation of how you would like us to resolve your complaint.

What will happen next?

We will respond in writing to your Initial complaint made to your Tutor or assessor, within 10 working days of receiving it. If this is not possible, we will, within 5 working days, send you an acknowledgement explaining why we cannot provide you with an immediate response, including details of when you can expect a full reply.

We recognise that each complaint is different and that we will need to deal with each one in

the most appropriate way. Therefore, our target is to address 90% of all complaints within 10 working days. We will reply to the remaining 10% within 20 working days. All complaints are logged in a database and then tracked to completion.

What if I am not satisfied with the initial response?

If you are not satisfied with our response to your complaint, you can escalate it by writing to our customer service lead at the Head Office. He will respond to you complaint within 5 working days and we aim to resolve all complaints within 10 days.

What if my complaint has still not been resolved?

If matters still cannot be resolved, you can write to the Qualifications awarding body details can be provided upon request, you can the ask them to review your complaint. Active Educational Services Ltd agrees in advance to accept any ruling by the awarding body as being fully binding.

Should you be unhappy with the outcome you can complain to the qualification regulator full details are provided with written request to the head office 54 Ward Street, Penistone S36 6EP What can I expect?

We aim to provide a high standard of service but, unfortunately, there may be times when we make a mistake. If this happens you are entitled to expect any one, or a combination, of the following:

An apology;

An explanation;

An assurance that the same mistake will not happen again;

Details of the action we have taken to put things right.

You may also be entitled to financial compensation and/or alternative training courses/services. Compensation will depend on the nature of the mistake, the circumstances in which the mistake was made, and any actual loss you have suffered or costs incurred as a direct consequence of the mistake. Each claim is considered on its merits.

Users' views

One of the best ways we can continue to improve our service is by listening, and responding, to your views. As well as learning from your complaints, we welcome any comments or suggestions you may have on how we can improve. Equally, we would like you to tell us when we get it right, so that we can maintain our good practices. Please send any comments to our Head Office.

GSDO Code of Conduct, tournaments and competitions

1. Purpose of Document For all Home Nations, Regions, Counties, Clubs, Members and Persons:

  • must ensure that GSDO tournaments are always conducted in a disciplined and sporting manner and acknowledge that it is not sufficient to rely solely upon the organisers to maintain those principles;

  • shall co-operate in ensuring that the Spirit GSDO of the Laws of the land are upheld and only select membership that uphold these Laws;

  • shall observe the GSDO spirit at all times;

  • shall accept and observe the authority and decisions of referees, organisers and all other fencing disciplinary bodies.

  • shall not publish or   cause to be published criticism of the manner in which a referee handled a fight;

• shall not publish or cause to be published
criticism of the manner in which the Board or any other Martial arts disciplinary body handled or resolved any dispute or disciplinary matter resulting from a breach
of the Bye---Laws, Regulations, or Laws of the land;

• shall not engage in any conduct or any activity on or off the mats that may impair public confidence in the honest and orderly conduct of a fight, competition, Championship or Series or n the integrity and good character of any Person;

• shall promote the reputation of the Sport and take all possible steps to prevent it from being brought into disrepute.

• shall not commit a Doping Offence as defined in the Sport England A doping regulations.

• shall not abuse, threaten or intimidate a referee, organiser or other official, whether on or off the mats

• shall not use crude or abusive language or gestures towards referees, organisers or other officials or spectators;

• shall not do anything which is likelyto intimidate, offend, insult, humiliate or discriminate against any other Person at an event on the ground of their religion, race, colour or national or ethnic origin;

• shall not do anything which adversely affects the GSDO network, the Board, any member or any commercial partner of the Network; Each body within GSDO is under an obligation to;

• Comply with and ensure that each of its members comply with this Code of Conduct; and adoptprocedures to monitor compliance with and impose sanctions for breaches of the Code of Conduct by Persons under its jurisdiction.

GSDO Code of Conduct V.1

Note:

Definitions of 'Person' and as follows;
Person'means a fencer, trainer, referee, organiser, coach, selector, armorer, medical officer, physiotherapist or any other individual who is or has been at any time involved in the Network or in the organisation, administration or promotion of the Network including spectators and supporters.

Aspects Relevant to Safeguarding Within a Physical Education and Sport Context

People	Context	Organisation

1 Students

- Feel knowledgeable, comfortable and confident in physical education and sport (PES) (IE caring ethos, safeguarding context and staff relationships).

- Group/team sizes match ability, size, age, maturation, demand of activity, space.

- Consideration given to specific situations as to whether anyone is likely to feel intimidated, threatened or harmed by others during activity.

- Organisation of teaching groups where students lead aspects of session.

- Clothing and footwear appropriate for activity and conditions.

- Jewellery and other personal effects removed/made safe.

- PPE adequate for activity demands.

- Equality Act requirements re access and involvement in PES addressed for those with cognitive, visual, hearing or motor

1 Protecting children from deliberate harm

- School safeguarding procedures adequately address PES situations.

- School procedures and codes of conduct known and consistently applied by all staff and students.

- Checks made with all club links/outdoor activity centres/other organisations used by school/signposted to students, with protocols known and monitored.

- Staff have good awareness of bullying/racist incidents, contexts and opportunities in PES and sports trips (including cyber-bullying) and monitor closely.

- General and PES-specific indicators of neglect, and physical, emotional and sexual abuse known and regularly monitored by all staff.

- Staff responses to disclosure of abusive experiences/knowledge consistent with school reporting policy.

1 Health and safety

- Good teaching standards applied.

- Good organisation (management) of lessons by teacher and of subject by subject leader.

- Consistent safety standards applied across team delivering PES programme.

- School policies, procedures and standards applied in PES.

- Risk assessments and documentation in written form, specific to school, reasonably comprehensive and reviewed regularly.

- Documents accessible to all staff.

- Students involved in their own safety in line with age and ability.

- Safe use of resistance equipment in multi-gyms.

2 Use of physical intervention/ contact/supporting

- Extra laps/press-ups etc not used as

impairment.

- Students with English as an additional language (EAL) supported to understand safety procedures.

- Knowledgeable about procedures and routines.

2 Staff

- Safe recruitment procedures followed for all PES appointments.

- Competence to teach activity to level of student ability checked and monitored.

- License to coach, required by some governing bodies of sport/LAs, checked before employment commences, where relevant.

- Observation and analysis skills effective to ensure safe practice.

- Control, discipline and organisational skills adequate.

- Positive, encouraging, educational manner, appropriate relationships with, and respect for, students

2 Medical conditions

- Staff know administration of medicines is a voluntary activity and cannot be enforced.

- Parents asked for relevant medical information.

- Information known and regularly updated to class teacher.

- Information always communicated to other adults teaching group.

- PES-related individual healthcare plans, where appropriate.

- Student medications available to use in different PES locations.

- Policy on removal/wearing of medical bracelets known and applied.

- School policy on medication management followed.

- Staff trained in specific medical situations as necessary (eg epi-pens).

- School-parent agreements

physical punishment.

- Stage/age/physical size/experience matched in contact sports and in dance when lifting/weight bearing.

- No adult takes full participation in contact sports or where 'accelerating projectiles' are used or in weight-bearing activities.

- Support (eg in dance or gymnastics) only given using appropriate techniques, with student informed and consent given.

- Spotters in trampolining well trained, effective and limited in number.

3 Overplay and overtraining

- Awareness of governing body of sport requirements/guidance.

- Appropriate size of court, pitch, hall and equipment for each age group carefully

evident in all staff.

- Enhanced Criminal Records Bureau/Disclosure and Barring Service (CRB/DBS) disclosure confirmed and acceptable by school where any adult works with same group of students three or more times per month.

- DBS vetting and barring list checked by school before new staff/coaches work with students **(to be determined by the Protection of Freedoms Bill, expected to become law in 2012)**.

- Jewellery and personal effects removed/made safe.

- Professional development needs identified and supported with regular training.

- School procedures to deal with observation or disclosure of possible abuse known and applied consistently.

- Young sports leaders always supervised by

on administration of medicines checked and applied to individuals.

3 First aid provision

- Provision for students available at all times on and off site.

- School has clear, detailed and effective procedures for managing first aid/emergency situations.

- Time implications for illness/injury at extremes of school site considered and addressed.

- Staff know and apply school procedures for management of first aid/emergency situations.

- Emergency contact system effective.

- Travelling first aid kit taken on all off-site visits.

- First-aider or appointed person with any group going off site.

- Reciprocal arrangements agreed for use of host school's equipment and facilities

considered.

- Matching of students/teams in terms of comparable age, standard, ability and confidence in early stages of competition.

- Any significant imbalance in any of these areas (eg size, age, ability, capability), fixture should be stopped and rearranged to reflect better balance and matching of participants.

- Appropriateness considered of activities where boys and girls compete or take part together in fixtures or competition.

- Programming and scheduling ensures participation in not more than one full sports fixture in any given day **or** where likely that students will participate in more than one game, attention given to programming and scheduling to match

adult staff.

- All PES staff avoid 1:1 situations with students wherever possible.

- Senior staff with designated safeguarding responsibility known to all contributing to PES programme.

when injury occurs at away fixtures/off-site events.

- Injury records kept according to school procedures.

- Near misses discussed to improve safety standards.

- School procedures followed for informing parents and follow-up.

- Community users aware of limitations of first aid provision by school.

4 Digital imagery, Internet safety, electronic communications

- School policy and strategy on Internet safety applied consistently in PES.

- All PES staff trained in Internet safety.

- Students reminded about Internet safety during PES sessions.

- School policy on staff contacting students by phone, email or text known and applied by all.

- Parents involved in any electronic communication about

preparation by training and levels of skill and fitness to ensure safe involvement.

4 Intimate care issues within PES

- School policy addresses PES context adequately.

- Staff trained and assessed as relevant (eg manual handling, administration of specific medicines).

- Gender staffing implications considered where intimate care applied.

- Dignity, decency and respect consistently evident.

5 Responding to weather conditions

- Avoidance of overexposure to sun effective.

- Rehydration systems in place.

- Staff teaching position avoids students looking directly into sun.

- Appropriate additional clothing allowed for

fixtures/visit arrangements, and only via disclosed list.

- Photography and filming used only within a clear learning context, and parents made aware of such use within school policy.

- Procedures and protocols to ensure ethics and security of digital imagery known by all PES staff, applied consistently and communicated to parents.

- Access to images held by school controlled by password/authenticatio n process.

- Clear procedures and agreement where imagery used across groups of schools.

- Staff apply general safeguarding considerations in use of imagery (eg students cannot be identified, consideration of filming angles, general shots, particular care in swimming and gymnastics contexts).

- School policy applied on parental consent for

cold conditions.

- Security of footing on playing surface considered.

- Students taught safe response if caught in sudden thunderstorm.

	digital imagery in education contexts.	
	5 School/department security	
	• All adults involved in PES programme wear identification/are known to students.	
	• Facilities not in use locked wherever possible to prevent unauthorised access.	
	• Facilities checked before locking to ensure nobody locked in.	
	• High risk equipment disabled/locked/prohibition signs in place to prevent unauthorised use.	
	• Equipment and facilities checked periodically for continued safe use.	
	• Routes to outside areas safe, lit at night.	
	6 Drug and substance misuse	
	• Staff trained in recognising symptoms of drug misuse.	
	• School strategies to identify and support	

students with drug
problems known
and applied.

- Check club links
  include
  anti-doping education
  and strict application of
  policies
  in written and
  practical procedures.

- Implications of doping
  to enhance
  performance
  communicated to
  students and
  monitored by staff.

- School policy on
  advising about sports
  supplements
  is followed.

7 Transporting students

- Clear school/employer
  policies on use of cars,
  taxis, coaches and
  minibuses for PES
  activities.

- Seat belts always worn
  in any vehicle where
  provided.

- Child restraints made
  available and used
  where required.

- Roadworthiness of any
  vehicle used is
  checked.

- Appropriate insurance,
  MOT, certification etc in

	place.	
	• Requirement for driver to have CRB/DBS (and DBS clearance when/if necessary) checked and approved by school/local authority (LA).	
	• No adult alone in any vehicle with single child other than their own unless an emergency.	
	• Emergency contact information either carried by group leader or access ensured at any time if information held at school.	
	• Safe embarkation/ disembarkation points identified and used.	
	• No distraction of driver of any vehicle other than emergency.	
	• Adult supervision ratios considered pre-journey.	
	• Reciprocal arrangements in place.	
	• Accredited/well-known taxi, bus and coach companies used.	
	• Parents informed where their child is to be carried in another parent's car and agreement obtained.	

	• Section 19 permit displayed in minibus if any form of charge made by school. • School/employer requirements for driving minibus fully met. • Minibus driver's legal responsibilities known and met. • School system for management of minibuses compliant, effective and ensures safe use. • Trailer towing regulations met. • Passenger unobstructed access/exit ensured when luggage/equipment carried. • Large groups to be subdivided into smaller groups for ease of management.	

Exemplar Code of Conduct for Students

It is good practice for schools and clubs to agree a code of conduct with parents and students before students participate in the GSDO. Acceptance of a code will provide party leaders with the necessary authority to carry out their responsibilities. The agreed code of conduct should be formalised and sent to parents, with the consent and medical forms, for them and their child to sign. Suggested items for inclusion in the code of conduct are listed below. All students should:

- observe normal school or club rules

- cooperate fully with leaders at all times

- fulfil any tasks or duties set prior to and during the visit

- participate fully in all activities and sessions during the visit

- be punctual at all times

- not leave group sessions or accommodation without permission

- always return to the meeting point or accommodation at agreed times

- be in groups of not less than three students if granted indirectly supervised time

- avoid behaviour that may inconvenience others

- be considerate to others at all times

- respect all requests made by school or club staff and accompanying adults

- behave at all times in a manner that reflects positively on themselves, the party and the school or club.

- abide by the laws, rules and regulations of the countries and places visited

- comply with customs and duty-free regulations

- not purchase or consume alcohol, tobacco products or any narcotic substance or purchase dangerous articles such as explosives and knives

- consult with school or club staff if in doubt about any issues

- accept that a full written report of any misconduct will be forwarded to the educational visits coordinator/head teacher and their parents.

For further information or clarification on any points in the document please contact you UK Lead instructor

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