



Durweston CE VA Primary School

PE Policy

Take care when printing – you may not want the appendices!

Feed the mind, nurture the spirit, free the imagination !

Governors are mindful of their duties under the Equality Act 2010 and have screened this document to ensure compliance with the law.

Intent

Our aim at Durweston is to cover the National Curriculum for PE, which ensures that all pupils:

- develop competence to excel in a broad range of physical activities, including outdoor and adventurous activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Equality, Diversity and Inclusion

Our curriculum planning ensures regular progressive access to PE for all children irrespective of gender, creed, race or disability. We recognise that we have children of differing ability in all our classes and we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies including:

- Setting tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty, where not all children will complete all tasks
- Providing a range of challenges with different resources
- Using adults or other children to support the work of individuals or small groups

Wherever practicable, provision will be made for children with special educational needs where it affects their performance in PE. It is the children's *abilities* and needs that remain the focus in PE, as opposed to their disabilities. This emphasis aims to improve movement skills and help to avoid feelings of disaffection, under-achievement and low self-esteem.

It is the responsibility of the teacher to identify children who are more able and to challenge them accordingly as far as the school environment allows. These children are brought to the attention of the PE Coordinator who will explore further opportunities outside school if at all possible.

Implementation

The PE curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance. See [appendix 1](#).

The EYFS and KS1 PE curriculum offers opportunities for children to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

The KS2 PE curriculum offers opportunities for children to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- learn to swim competently, confidently and proficiently over a distance of at least 25 metres

Schemes of work, planning and resources for a range of sports and lessons are available in the Durweston PE folder on the T: drive. Dance resources are available from [BBC School Radio](#). Dance/Drama sound tracks are also available in the T: drive.

We have a two-year rolling plan that ensures that each class:

- has at least one session of PE each week
- in addition to PE, runs the daily mile every day
- is allocated a 1 hour timetabled hall session each week
- participates in a week of orienteering each year

YEAR A

	EYFS	Dolphins	Seahorses	Sharks	Porps	Additional
Autumn 1	Fundamental Movement Skills Games: Best of balls	Multi-Skills (Throwing and Catching) including team games (Y2 Unit)	Multi-Skills (Throwing and Catching) including team games	Invasion Games- Handball	Invasion Games- Handball	Daily Mile Tag Rugby Club
Autumn 2	Gymnastics - In The Jungle	Gymnastics - Traditional Tales	Gymnastics - Shape	Gymnastics - Shape & Balance	Gymnastics - Rivers and Mountains	Daily Mile Orienteering
Spring 1	Dance – Dinosaurs	Dance – The Seasons	Dance – Extreme Earth	Dance– Eco Dance Swimming (Year 5s)	Dance – Through the Decades Swimming (Year 5s)	Daily Mile
Spring 2	Fundamental Movement Skills - Multi Skills (Running and Jumping)	Games- Invasion Games (Passing a Ball) including team games (Y2 Unit)	Invasion Games- Fundamentals - Football (Y3 Unit)	Net and Wall Games - Netball	Net and Wall Games Netball	Daily Mile
Summer 1	Fundamental Movement Skills - Ball Skills (Hitting a Target)	Games- Ball Skills Striking and Hitting a Ball including team games (Y1 Unit)	Multi Skills - Target Games (Y2 Unit)	Striking and fielding Cricket	Striking and fielding Cricket Swimming (Year 6s)	Daily Mile Maypole dancing
Summer 2	Games – The Olympics	Multi -Skills – Sports Day (Y1 Unit)	Athletics	Athletics	Athletics Sailing Outdoor Adv	Daily Mile

YEAR B

	EYFS	Dolphins	Seahorses	Sharks	Porps	Additional
Autumn 1	Fundamental Movement Skills Games: Best of balls	Multi-Skills (Throwing and Catching) including team games (Y1)	Multi-Skills (Throwing and Catching) including team games	Invasion Games- Tag Rugby	Invasion Games- Tag Rugby	Daily Mile Tag rugby club
Autumn 2	Gymnastics - In The Jungle	Gymnastics - Animals (Y1 Unit)	Gymnastics - Movement	Gymnastics - Movement	Gymnastics - Movement	Daily Mile Orienteering
Spring 1	Dance – Dinosaurs	Dance – Starry Skies	Dance– Rainforest	Dance– Carnival of the Animals Swimming (Year 5s)	Dance – Electricity Swimming (Year 5s)	Daily Mile
Spring 2	Fundamental Movement Skills - Multi Skills (Running and Jumping)	Games- Invasion Games (Passing a Ball) including team games (Y1 Unit)	Invasion Games- Fundamentals including team games (Y2 Unit)	Net and Wall Games Tennis	Net and Wall Games Tennis	Daily Mile
Summer 1	Fundamental Movement Skills - Ball Skills (Hitting a Target)	Games- Ball Skills Striking and Hitting a Ball including team games (Y2 Unit)	Fundamentals: Striking and fielding including team games	Striking and fielding Rounder	Striking and fielding Rounders Swimming (Year 6s)	Daily Mile Maypole dancing
Summer 2	Games – The Olympics	Multi -Skills – Sports Day (Y1 Unit)	Athletics	Athletics	Athletics Sailing Outdoor Adv	Daily Mile

Planning

High-quality lessons should include:

- Sharing of the learning objective
- teaching the children to warm up safely
- the teaching of skills and techniques
- the application and adaptation of learnt skills in games activities
- modelling of correct technique
- use of correct and specific technical vocabulary
- performance and evaluation of each other's work
- work which reflects the learning objective
- teaching the children to cool down safely
- teaching the children the impact PE has on their bodies

Health and Safety

- There is a generic PE risk assessment (appendix 2) .
- The school phone is taken where an adult is alone with a group during clubs on the field/ external courts.
- Each class has its own first aid kit.
- Asthma inhalers for each class are kept in labelled class bags.
- All jewelry must be removed before the start of the lesson apart from stud earrings and fitbits
- Long hair must be tied back at all times
- For indoor PE children should walk to the hall wearing suitable footwear (plimsolls/trainers or school shoes)
- Children taking part in dance and gym should be barefoot

Each child must have the appropriate clothing for PE in school at all times. If children forget their kit, they are still expected to take part in the accessible parts of the PE lesson taking a leadership/assessment role. Parents are consulted if a child persistently forgets their kit. Our PE kit consists of:

- a blue Durweston PE T-shirt
- black shorts
- plimsolls
- trainers
- a blue school sweatshirt for colder weather and black tracksuit bottoms (optional)

Changing

Children in all classes are currently coming to school dressed in their P.E kits so no changing is required.

Please refer to the intimate care policy for assisting children with disabilities or higher levels of support. Independence is encouraged by all pupils. Verbal support/encouragement is used as far as possible. Extra vigilance is required when helping children with underclothes and should be avoided as far as possible. Where assistance is required, this should be done in an open place, with doors open.

Facilities

The facilities for the teaching of physical education at Durweston Primary are:

- Shared access to playing fields
- Shared access to playpark
- Shared access to tennis/netball courts
- School hall
- Two playgrounds, one with play equipment

PE Equipment

Games equipment is kept in the PE shed. Gymnastics equipment is stored in and around the hall itself. It is the responsibility of all staff to ensure that the equipment is replaced tidily in order to minimize the potential for tripping, and to allow safe accessibility for pupils to pick up, transport and site the equipment they are using.

All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience. In addition to the annual contractor (gymnastics and early years' outdoor equipment/surface) inspections, we have a system for staff to report faulty equipment. Where equipment is deemed unsafe, but repairable, it is moved

well away from the working area and clearly labelled as unsafe until made good. Equipment condemned following an inspection is completely removed and disposed of.

Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry them correctly.

Mats/gymnastics equipment

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling). Mats should never be used to protect against foreseeable outcomes of poorly developed skill such as anticipating that pupils will fall while suspended from a horizontal ladder or similar apparatus. Springboards are only to be used where staff know how to use this advanced apparatus.

Assessment

Assessment is based on teacher observation during PE using Durweston [progression maps](#) (also on T drive). Teacher assessments are used to inform planning and highlight the individual needs within a class. The children's experiences and progress are documented in their written annual report and shared with the child's next teacher. An annual report is written about each child for parents/carers.

Celebrating Success

When in school, PE lessons are about everyone getting better and improving their skills. Whilst we will play mini games, the score is not important. However, when taking part in fixtures and competitions both inside and outside of school, we uphold the British values of sportsmanship and fair play, but we play to win.

Success in PE and school sport is regularly celebrated and promoted to parents and the wider community. This includes, but is not limited to

- sports updates in school newsletters
- blog posts
- Twitter
- recognition of achievement in assemblies
- press releases

Achievements of children outside school are celebrated in celebration assembly. In addition, at the end of the academic year, we hold a special sports assembly for parents and children, to celebrate the achievements from Sports Day, and from all the sporting events of the year. This is organised by the PE Coordinator in association with the PE Admin Assistant.

PE fixtures

Parental consent is always required to take children to external PE fixtures, particularly where it requires a parent volunteer to help with transport. Parent drivers are required to have the appropriate insurance – approved by the office staff. There is a template risk assessment (appendix 5) which should be adapted and approved by the DSL and HT in

advance of the event. Where parent helpers/ drivers are also staff, advice should be sought from the office. No staff member/ parent driver should transport a lone child who is not their own child. All children must wear seat belts.

Extra-Curricular Clubs

These are run by teachers, sports coaches and parent volunteers in their own time. All pupils are encouraged to take part in extra-curricular physical activities regardless of ability.

Parents

Parents are encouraged to inform Durweston Primary if they have certain expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons/clubs or events. Parents are encouraged to attend Sports Day to celebrate and promote physical activity, as well as supporting groups to travel to sporting events.

Role of PE Coordinator

It is the responsibility of the PE Coordinator, with support from the Head Teacher, to

1. monitor and evaluate the PE curriculum throughout the school
2. timetable specialist teachers and coaches (liaising with Head Teacher).
3. keep up to date with current good practice and with national changes within the PE curriculum
4. evaluate and update the Policy and Scheme and resources on a regular basis
5. regularly check and ensure that annual inspections of PE sports equipment take place
6. oversee arrangements of school matches and competitions

The Swimming Curriculum

The swimming program of study is as follows:

- Unit 1 Confidence building
- Unit 2 Simple swimming strokes
- Unit 3 Improve specific stroke technique
- Unit 4 Responding to challenge
- Unit 5 Personal Survival
- Unit 6 Rescue skills

Swimming Lessons

A risk assessment is carried out before each term by the swimming teacher and given to the teachers. Class teachers have a swimming register which they complete every week before the lesson commences.

The teaching program is led by the school's selected swimming teachers. At the end of every term, an assessment sheet is updated by the swimming teacher.

Swimming Assistance

The recommended teaching position is from the side of the pool but does not preclude a teacher/other named adult being in the water to assist pupils if the ratios are still sufficient and an additional observer is on the poolside. Swimmers

will only be supported by holding their hands, head or feet. Children who are nervous may cling to the swimming teacher but this is an action instigated by the pupil not the swimming teacher.

Swimming Kit

Children need to bring a swimming costume, swimming hat, and towel for swimming lessons. Goggles and ear protectors may be worn. Goggles and ear protectors must be fitted and adjusted by parents prior to the swimming session.

Intimate Care

Please refer to our Intimate Care policy for assisting children with disabilities or higher levels of support. Independence is encouraged by all pupils. Verbal support/encouragement is used as far as possible. Extra vigilance is required when helping children with underclothes, tights and swimming costumes and should be avoided as far as possible. Where assistance is required, this should be done in an open place, with doors open.

Appendices

1. National Curriculum for PE
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf

Scroll down for:

2. PE risk assessment
3. Template Risk Assessment (for fixtures, festivals etc)

<p>Poor condition of PE equipment, equipment not secured correctly</p> <p>Wearing of jewellery, long hair.</p> <p>Absence of adequate first aid and provision</p> <p>OUTDOORS</p> <ul style="list-style-type: none"> - Ground defects e.g.holes - Equipment defects eg. Portable goal posts - Lack of supervision/training - Environmental conditions - Slips, trips, falls, collisions - Cuts - Bruises - Fractures/sprains - Head injury - Minor – serious personal injury 		<ul style="list-style-type: none"> - Equipment to be stored safely – staff to supervise in storage areas to avoid collisions/accidents <p>Jewellery not allowed during PE lessons, stud earrings to be removed or covered up by tape/plasters, hoop earrings must be taken out. Long hair must be tied back</p> <p>All staff are First Aid trained; ensure that supply teachers are aware of which staff are trained in first aid. Asthma inhalers readily available</p> <ul style="list-style-type: none"> - Ensure grounds/field free of defects, litter, sharps etc. - Take into account nearby hazards and environmental conditions e.g. boundary fencing, possibility of 'straying' -PE lessons not outside if surface is too slippery. Extra care to be taken when lessons are outside due to increased risks of slipping. Pupils must wear appropriate footwear. - All team games to be conducted in a safe manner and supervised - All equipment to be checked for defects - All equipment to be used appropriately - Large equipment to be tested regularly and defects reported/actioned - Dispose of obsolete equipment - When using other facilities report any defects to manager/including accidents/near Misses, ensure access to first aid facilities and emergency telephone - Take into account pupils needs, capabilities and medical conditions - Suitable clothing to be worn - Report/record investigate all accidents, near misses as appropriate - Refer to school PE policy 	
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Trip title: Trip date:	Location:	Date of pre-visit: Location risk assessment attached? Y/N
Lead/Role (print and sign): Julia Saint	Head teacher (print and sign):	DSL (print and sign):
Additional adult (print and sign):	Additional adult (print and sign):	Additional adult (print and sign):
First aider:	Staff mobile taken: School mobile (charged): 07944 215528	Location number if available:

Outward and return journey to location

Hazard / Risk	Who is at risk?	Current Controls in Place Are they adequate? Is the risk reduced as far as possible?	Level of Residual Risk Low, medium, high
Traffic accident, coach. Injury, death, separated from group.	Pupils, staff.	<ul style="list-style-type: none"> • Bus sourced from a reputable DCC approved supplier and used in compliance with DCC 'Notes and Guidance on the Use of Coaches'. • Parental consent for children to travel on bus service. • If coach has seat belts, adults ensure they are used. Coaches without seatbelts are avoided if possible and never used on high speed roads. • Sufficient supervision on board bus. Ratio: • Care always taken in parking in suitable place for embarkation and disembarkation. Visit lead to communicate with driver to agree these points. • Close supervision and head counts during any breaks in journey and getting on and off coach. 	Low
On foot Injury, death.	Pupils and staff.	<ul style="list-style-type: none"> • Walk on foot planned to avoid fast roads wherever possible. • Supervision on pavements, roads and especially crossing of any fast roads is pre-planned and discussed with children and adults before leaving school. • Pupils are briefed about hazards and behaviour required. • Where safe paths/pavements are available, they are used until the entire party are on the bus. • Pupils are briefed about hazards and behaviour required. 	Low

PLEASE ATTACH PARENT LETTER, GROUP LIST WITH SUPERVISING ADULT NAMES AND LOCATION RISK ASSESSMENT. (IF NECESSARY)

Injury in carpark/ drop off point by moving vehicles	Pupils, staff	<ul style="list-style-type: none"> Children briefed on safety in parking areas at drop off /carpark. Safe route using pavements. Adequate supervision on route to destination. 	low
Staff/volunteer using car	Pupils and adults	<p>Refer to Code of Conduct guidelines:</p> <p>adults must ensure that they have the appropriate insurance (for business use) where they do have to use their private vehicle;</p> <p>should ensure that they are alone with a child for the minimum time possible;</p> <p>should be aware that a lone pupil should ideally sit in the rear of the vehicle</p> <p>should be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer;</p> <p>should report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures;</p> <p>should ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety, taking into account any specific needs that the child may have.</p>	

Onsite risks

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Adults included in ratio unable to attend trip at short notice	Inadequate supervision	Children	<ul style="list-style-type: none"> Ratio required: See adult names at top of RA Adults available at short notice to support trip: 		Medium
Inadequate DBS clearance	Children supervised by adults without DBS clearance, leaving both adults and pupils vulnerable.	Children and adults	<ul style="list-style-type: none"> All adults on trip aware of who has DBS clearance (see above). Any adults without DBS clearance must not be left supervising children alone. The responsibility of making sure this risk is reduced lies with both the adult without DBS and those with. 		Low

PLEASE ATTACH PARENT LETTER, GROUP LIST WITH SUPERVISING ADULT NAMES AND LOCATION RISK ASSESSMENT. (IF NECESSARY)

Adults and children unaware of the potential risks that may be encountered	Risks identified and reduced by careful planning on paper, but not shared with adults or children.	Children and adults	<ul style="list-style-type: none"> • This risk assessment needs to be shared with all adults attending the trip and relevant parts with the children. • Adults who are not members of staff should seek reassurance from staff members if they are unsure about any part of the organisation of the trip. • Adults with pre-school children should not be counted in the ratio of children to adults. 		Medium
Exposure to weather.	Cold exposure	Pupils and staff.	<ul style="list-style-type: none"> • Consider possible weather conditions and plan appropriate programme, clothing and equipment. • Prerequisite kit list provided for parents at pre-trip meeting or in letter re trip. • Reminder closer to the time of the importance of adequate clothing. • On site, children monitored and checked to ensure suitable clothing is worn at all times – checked before departure to outdoor activities. • Daily weather forecast obtained and plans adjusted accordingly. Advice sought and followed from adults leading activities. 	Provide clear information about suitable clothing and equipment to pupils and parents.	Low
Pupil lost or separated from group, inadequate supervision.	Injury, death.	Pupils.	<ul style="list-style-type: none"> • Ensure supervising adults competent and understand their roles. • Sufficient supervision • Plan and use suitable group control measures. • Discuss itinerary and arrangements with pupils on regular occasions. • Briefing to all children on what to do if separated from group. • Head counts by adults particularly at arrival/departure points and between activities. 	<p>Plan supervision before visit and brief adults and pupils.</p> <p>Children know where supervising adults/ group leader is at all times.</p>	Low
Risk of injury or death by fire.			<ul style="list-style-type: none"> • All supervising adults to have a list of groups and use them to establish any missing members. • Fire procedures discussed if appropriate. • Meeting point established in advance of group work. 		

<p>Illness or injury.</p> <p>Tripping, slipping related injury.</p>	<p>Illness, injury.</p>	<p>Pupils, staff.</p>	<ul style="list-style-type: none"> ● 1st aid cover equipment checked by Sandra Sutherland before departure and carried by ??? ● Trained first aider on visit (see above) – all adults made aware that medical help can only be administered by these people. ● Leaders know how to call emergency services and carry address and post code of location being visited. ● Pupils are reminded to bring individual medication and this is kept with the individuals but administered under supervision. ● First aiders reminded to check medicines and dosage, record treatment given or medicines administered. ● 2 fully charged Mobile phones carried. One belonging to school and the other to the member of staff (see below for safeguarding) ● Emergency contacts arranged and kept with Teacher in charge. ● Adequate shoes- water proof clothing to be worn. 	<p>Check first aid certificates current. Medication brought by pupils. Check warm clothing and adequate coats before departure.</p>	<p>Low</p>
<p>Pastoral Issues</p>	<p>Emotional distress and home-sickness</p> <p>Distress through lack of adequate sleep.</p>	<p>Pupils</p>	<ul style="list-style-type: none"> ● Parents to brief staff in advance of trip of any issues that might affect their emotional wellbeing. ● Staff to provide pastoral, caring approach and support for the children in circumstances of upset. ● Parental contact provided via a phone call in extreme situations where a child’s emotional wellbeing, enjoyment of the trip might be compromised. ● Staff to remain close after lights out to ensure children settle and do not keep each other awake. N/A ● Staff to be available at all times during the night. N/A 		
<p>Special needs of specific pupils – medical, behavioural, educational.</p>	<p>Illness, injury.</p>	<p>Pupils</p>	<ul style="list-style-type: none"> ● Arrangements for (NAMED CHILD/REN) to carry own medication and take when required under supervision of ?? ● Trip leader to brief children on expectations of behaviour. ● All adults to be briefed on individual behaviour issues. ● All adults to be briefed on individual needs that might affect their behaviour. 	<p>Talk about expectations of medication and behaviour.</p>	<p>Low</p>

			<ul style="list-style-type: none"> Children with specific needs supervised by school staff who have knowledge of how behaviour can be managed and addressed. (See group lists) 		
Individual dietary requirements not catered for	Individuals become hungry or inadequately nourished at mealtimes.	Pupils/Staff	<ul style="list-style-type: none"> Parents to provide detailed information about children’s dietary requirements (if necessary). 	Special requirements to be provided by school in advance of visit.	
Indirect/remote supervision	Injury, death.	Pupils	<ul style="list-style-type: none"> Check toilets are suitable for use on arrival. Ensure pupils sufficiently briefed to use facilities. Pupils know how to contact staff in case of emergency. DBS checked adults to escort children to the toilets at the appropriate times when necessary and in small groups. Adults and children to wait in communal area outside of toilet cubicles for all children in group to finish before leaving area. 1:1 avoided.(see below) 	Children escorted to toilet.	Medium
One to one situations and overnight situations	Increased vulnerability for children and adults.	Adults Pupils	<p>Staff aware of responsibilities as stated in revised Code of Conduct (Sept 2014)</p> <p><i>Staff should:</i> <i>ensure there is visual access and/or an open door in one to one situations;</i> <i>inform other staff of the meeting beforehand, assessing the need to have them present or close by;</i> <i>avoid the use of ‘engaged’ or equivalent signs wherever possible, as they may create an opportunity for secrecy or the interpretation of secrecy;</i> <i>always report to a senior colleague any situation which gives rise to complaint, disagreement or misunderstanding or where a child becomes distressed or angry.</i></p> <p>Children briefed about the dangers of being in situations where they are alone with another child or adult. There are no situations where this should be necessary on the trip.</p>	All staff reminded to reread and refresh their responsibilities in the Code of Conduct before	Low

			Children to be reminded of their responsibilities to remain with their group to avoid vulnerable situations.		
Mobile devices	Images taken and used inappropriately and against school policy	Adults and children	<p>Refer to Code of Conduct guidelines: <i>Staff should therefore:</i> <i>familiarise themselves with the school's Social Networking and IT Usage Policies</i> <i>be clear about the purpose of the activity and about what will happen to the photographs when the lesson or activity is concluded;</i> <i>ensure consent is gained from the pupil and their legal guardians where being used for publicity purposes;</i> <i>ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose;</i> <i>ensure that all images are available for scrutiny in order to screen for acceptability;</i> <i>be able to justify images of children in their possession;</i> <i>never use personal equipment/mobile phones to take images;</i> <i>avoid making images in one to one situations;</i></p> <p>School device and memory card is the ONLY equipment to be used by adults to take photos and to be kept with NAME at all times.</p> <p>Chn to be briefed about who they should expect to be taking photos and reminded to request permission before taking photos of others on their own cameras.</p> <p>Mobiles owned by supervising adults to remain out of sight whilst in the presence of children. They can be taken on visits away from the site as a means of communicating in an emergency only.</p> <p>In an emergency, adults may receive a call on their mobile but this must be discussed with the trip leader in advance and the supervision of their group of children must be adequately organised before doing so.</p>		