

ADULTS SUPPORTING LEARNING (ASL) VOLUNTEERING/WORKING IN HAMPSHIRE SCHOOLS AS SPORTS COACHES

**WHAT DO YOU, SCHOOLS, OR THE
ESTABLISHMENT YOU WORK FOR NEED TO
KNOW?**

**A full version of all the guidance information
given in this booklet can be found in the
Hampshire County Council publication
*Safety in Physical Education and Sport***

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Introduction

Volunteers and paid coaches are a vital part of the provision for physical education and sport in Hampshire schools and as such are greatly valued. The government's Physical Education and School Sports Strategy for Young People (PESSYP) further encourages the use of volunteers and paid coaches to help deliver the "five hour offer". This strategy aims to give all young people aged up to 16, access to five hours of high quality PE and sport both within and beyond the curriculum and three hours for young people aged between 16 and 19. There will be a great increase in the number of adults supporting learning working within schools and colleges and it is, therefore, important to support the development of new coaches, provide appropriate training opportunities for existing coaches and value the contribution they make.

This information booklet sets out what schools and adults supporting learning should know before they start working in schools. (A full version of this advice can be found in the Hampshire County Council publication *Safety in PE and Sport*). Specific questions should be directed to the Sports Partnership Development Managers (PDM) in the School Sports Partnerships (SSP) in which you are working (a list is given at the end of this booklet). This guidance aims to help adults supporting learning working with young people to keep themselves safe, as well as safe guarding children's rights.

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Education Officer (PE and Sport)

Schools should before employment

- Ensure contractual arrangements are in place
- Confirm the coaches qualifications are registered with a recognised national governing body of sport * **Please see appendix E**
- Confirm that coaches have a minimum of £10 million public liability insurance
- Confirm that a current Criminal Records Bureau (CRB) check is in place
- Carry out a risk assessment (see appendix F)
- Ensure an induction process is in place for the coach
- Select a named qualified teacher who will retain responsibility for the pastoral care of the young people involved in the activity
- Ensure that a monitoring and evaluation system is in place
- **Ensure the coach details are recorded on your School Sports Partnership data base held by your PDM. See Appendix D**

During employment

- Ensure that the coach or ASL knows where a named person is situated in the school at all time during the period of the activity
- Ensure the coach or ASL is supported and has access to appropriate equipment
- Monitor, record and offer feedback to the coach on a minimum of three sessions
- Ensure the coach or ASL enjoys the experience of working in your school or establishment

After employment

- Keep records of the coach or ASL details and session observations

NB: Appendix C provides more detailed recommendations to schools and establishments

Coach/ASL should before employment

- Ensure that all personal documentation, including qualifications, evidence of past experience and CRB checks are in place and made available to the establishment
- Ensure public liability insurance, minimum £10m is in place (normally through a governing body of sport)
- Check that contractual arrangements are in place
- Ensure that you are given an induction, including clear roles and responsibilities, any health and safety issues and a copy and explanation of the school's policies and procedures, before starting work in a new school.
- Understand that the "duty of care" for the young people involved in the activity must remain with the establishment at all times. This includes the dismissal of young people at the end of the activity, this should be carried out by a member of the school staff.

During employment

- Ensure that your sessions and the equipment are appropriate to the age and ability of individuals and the group
- Keep records of the sessions, which include a register of attendance, the work covered and evaluations and comments
- Report any incident that occurs during your session to the named person responsible for the activity.
- Ensure that you know at all times where the named person is situated during the activity, and how to contact them.

After employment

- Retain references for future employment
- Note that by agreement with the head teacher CRB checks can be portable between Hampshire schools, provided that there is not a significant gap in employment (more than three months)

Important details that schools and coaches (ASL) should know

Induction

In planning any external volunteer or paid coach involvement in the school's PE or extended school sport programme, time will need to be given to an approval and induction process.

The school is responsible before the activity for:

- Setting the context
- Ensuring parents/guardians etc are all informed about the activity – what, where, when and for how long and that the activity will be led by a coach/ASL
- Ensuring school procedures, practices and policies are communicated and understood fully
- Ensuring that a structure is in place to support and enable the volunteer or paid coach to carry out the activity with confidence. Provide induction material and information for all new coaches
- **Induction of the volunteer or paid coach, including a check on competence**
 - **Technical competence** – check, using the Children's Services Department for back-up and advice via safety documentation or through the Education Officer (PE and Sport)
 - **Pastoral competence** – in practice, **the pastoral care of children and young people remains with the qualified person** (i.e. the teacher, lecturer or youth workers) and cannot be delegated to a coach/ASL throughout the activity. The pastoral care refers any aspect of the well being of the young person, that is not directly related to the specific activity.
 - A consideration of the coach's level of pastoral competence will enable the school to gather evidence for a risk assessment monitoring process in making decisions as to the paid coach working without direct supervision by a qualified person (the teacher)
 - The induction process will enable the supervising member of the establishment staff or PDM to talk through the coach's involvement and roles and begin to form a judgement on pastoral competence – which will need to be very specific to the age and the experience of the group targeted

- Following the school's judgement as to the degree of independent working the coach may undertake, competent coaches may work safely and effectively **without direct supervision** from the supervising teacher (provided that the coach holds a level 2 or above qualification) who will be in a known place throughout the activity but may be out of sight of the coach
- **Completion of a Criminal Records Bureau (CRB) disclosure form – CRB checks are required where a coach or volunteer is going to have close sole involvement with young people.** A CRB check is not necessary where the coach or volunteer is directly supervised throughout the teaching/learning activity by a qualified teacher/leader
- **CRB checks must be undertaken prior to the activity** – all schools need to be satisfied of the suitability of staff and volunteers who work with children, and ensure that all the necessary checks are carried out before any person takes up such a position. The Department for Children, Schools and Families (DCSF) guidance *Child protection: preventing unsuitable people from working with children and young persons in the education service* provides details of the pre-appointment checks that should be made. Guidance can be found at: www.teachernet.gov.uk/docbank

Secondary schools – In secondary schools, induction should be carried out by the PE department an SSCO or PDM. The person supervising the activity should guide, observe and evaluate the coach and the way he/she works with/relates to the young children in the group – suggested **minimum is three full sessions** before a judgement is made. Feedback is required on the observation and in the end a written record of the action and the approval. The appropriate level of CRB checking requirement must be undertaken prior to the commencement of the activity.

Primary schools/special schools – For these schools the same procedure as above applies, though the school may decide to involve a well-qualified and experienced PE specialist, in some or all of the induction. The minimum expectation should be an initial induction/vetting session including discussion before the session, observation of the session, and feedback to the coach and the appropriate member of staff responsible for the activity (generally the headteacher). Such external involvement should be complemented by some additional observation by the supervising adult in the establishment.

Please remember: It is the responsibility of the headteacher (and governors) to ensure the safety and welfare of children/young people through effective monitoring of the quality of learning.

Any school or youth group which is considering using a sports coach or ASL must be fully acquainted with the principles and requirements given in Appendix C – Approval of volunteers and paid coaches for extra-curricular sport in schools.

Advice on minimum qualifications for games coaches is given in Appendix C – *Qualifications for games coaches and team managers/leaders.*

During the activity

Responsibilities for activity, policy and supervision

The headteacher

The head teacher is responsible for ensuring that:

(The head teacher may delegate these tasks, but retains the overall responsibility)

- The teacher, lecturer, youth leader, youth worker, instructor or coach is qualified in accordance with these regulations.
- The appointee is a caring, sympathetic and sensible person, prepared to put the best interests of participants before the demands of any particular sport or pursuit
- A copy of the Hampshire PE and Sport safety document is always kept in a known and safe place with ready access by all involved in related activities
- All members of staff (not solely PE staff) know and understand the appropriate County Council safety regulations.

The named person responsible for the activity should

- observe normal conditions and good practice
- comply with these regulations and notes of guidance
- operate within a suitably disciplined framework
- appreciate the importance and use of suitable warm-up activities
- carefully match the competencies of the participants and the tasks and/or activities set
- know how to deal with emergencies, accidents and injuries in each particular activity
- co-operate in looking after accommodation, apparatus and equipment
- report all damage, deficiencies and problems

- exercise at least the same concerns for the participants in their care as prudent parents/guardians would have in looking after their own offspring, having regard to the children's age and experience
- monitor, supervising and providing support for assisting personnel.

Safe practice in PE and sport

It is the responsibility of the headteacher (and governors) to ensure the safety and welfare of all who use their premises. It is for each school, college, club or centre to conduct a risk assessment that is at least in the line with the regulations and guidance contained in Hampshire PE/Sport Safety Document. The *risk assessment* and *risk control* procedures should inform the day-to-day operational procedures for the site.

Good Practice Guidance: The following common factors contribute to good practice and safe participation in the wide range of PE, sport and recreational activities.

Risk assessment and risk management

Risk assessment is a legal requirement under *The Management of Health and Safety at Work Regulations 1999*. In the context of education, it requires a careful examination of what could happen to children and young people, colleagues or others in the teaching and learning situation. It also requires the identification and implementation of control measures and policies, to prevent harm. This legislation serves to underpin existing good practice, where forethought and sound planning are integral to the delivery of physical education at all stages of the learning process.

Individual site risk assessments and risk control procedures should take account of:

- all the people involved in the activity and session
- the context in which the activity takes place
- the organisation of the activity.

Situations will differ, dependant on a Variety of factors and circumstances. However all assessments should be in line with the published safe practice regulations and guidance set out in the Hampshire 'Safety in PE and Sport' document.

Appendix C in the full Hampshire PE/Sport safety document gives you standard risk assessment forms for primary, secondary and special age groups.

The preparation of a risk assessment requires five distinct phases. These are:

1. look for significant hazards (those that could cause harm)
2. decide who might be harmed and how
3. evaluate the risks, decided on the likelihood of anything happening and decide whether the existing precautions are adequate or whether more should be done
4. record your findings and share with all involved
5. review your assessment practice and revise it if necessary.

The Health and Safety Executive (HSE) provides a very helpful document – *Five steps to risk assessment* – available from the HSE’s infoline – Tel: 0845 345 0055, or from HSE Information Centre – Tel: 01256 404000.

See www.hse.gov.uk/pubns/indg163.pdf

- **It is the responsibility of the headteacher (and governors) to ensure that risk assessment is carried out.** (Advice may be obtained from the Children’s Services or health and safety adviser/officer.)

1. Generic risk assessment

Generic risk assessment – the general principles which apply to an activity wherever it takes place will need to address:

- guidelines on the activity – rules and expectations
- activity segregation and zoning
- inclusion and appropriate differentiation to meet all abilities and aptitudes
- equipment set-up and storage including access by children and young people
- use of equipment – procedures and safe practice
- lifting and carrying procedures
- facility condition, including pitch and floor conditions and foot stability
- supervision of the activity, including grouping strategies which reflect the range of ability, aptitude, size and weight of individual children/young people, the gender and cultural diversity of the class or group of children/young people, and the expertise and confidence of the supervising adults

- existing medical conditions and injuries sustained by the young person which may limit their ability and enjoyment of the activity
- organisation of the activity, including the teaching space and the equipment/resources needed
- jewellery and personal effects
- clothing and footwear
- non participation
- inclement weather and its effect on any of the above considerations.

2. Site or activity-specific risk assessment

Where required specific control measures, policies or agreements need to be in place for:

- high risk activities
- individual or group needs
- transportation matters

Evidence of risk assessment and risk management must be an integral aspect of activity planning and there is an expectation of on-going risk assessment being carried out while an activity is taking place, taking account of any change in circumstances.

2. Ongoing

The coach or ASL should use their experience to read the changing circumstance and adapt the activity accordingly. These could result from:

- changes in mood or behaviour
- slow or good progression or improvement
- health or equipment conditions
- unforeseen circumstances of any kind

Risk control management

The following guidance will help to reduce the likelihood of any problems or issues:

- **People**

It is essential that all those involved in PE and sport work safely. This can be achieved by:

- ensuring that school staff, volunteers and coaches are well qualified, trained and experienced
- devising appropriate working procedures
- maintaining discipline and control
- providing appropriate supervision
- ensuring that appropriate protective equipment and clothing are worn
- developing observation skills.

Appendix A - Approval of volunteers and paid coaches for extra-curricular sport

Notes of guidance

1. This guidance addresses the roles, responsibilities and levels of supervision appropriate for those, not qualified as teachers, who work in physical education and school sport. This may include:
 - coaches, instructors, parents/guardians and other helpers
 - sports development officers
 - sports leaders
 - trainees in initial teacher training.

2. This guidance relates to any adult not on the school staff who works with children and young people within the permission of the headteacher. Adults working in schools and other establishments will usually be:
 - an employee – a member of the school, college, club or centre staff paid under a contract of employment – whether a qualified teacher (activity/youth leader) or not
 - a contractor – external to the school staff with whom the school has a contract for services and is paid under the contract as a paid coach or instructor
 - a volunteer – unpaid by the employer and working without a contract – including a trainee teacher, sports development officer, national governing body coach or parent/guardian.

3. The guidance is in place to:
 - recognise the valuable contribution that people who are not trained teachers can make to the experiences of children and young people
 - help school to make effective use of volunteers and paid coaches in their provision of a broad and challenging programme of physical education and school sport
 - help adults working with children and young people to keep themselves safe as well as safeguarding children's rights.

4. The employer such as the County Council, governors or trustees, is responsible for the health and safety policy and the monitoring of such policy by its schools, colleges, clubs and centres. The tasks and implementation may be delegated to the headteacher (youth leaders), and onwards to school staff.
5. The Children's Services Department and schools share a duty of care for the safety and well-being of **children and young people, which includes a responsibility to check on the specific competence and suitability of any paid coach or volunteer prior to their leading or supervising school activities at a distance from the school's staff.**
6. **The headteacher must be satisfied that all the necessary checks are carried out before any person takes up such a position.**
Schools need to refer to HCC's own guidance and procedures for child protection – contact the County Council's Principal Education Welfare Officer/Lead Child Protection Officer (Education and Schools) for up-to-date guidance.
7. Approval depends not just upon technical competence in the activity, but also on the coach's suitability for working with children and young people. There will be occasions when educational issues and pastoral concerns for individual children and young people should override issues related to the sport itself. This necessary pastoral competence should include not only the skills to relate to children and young people but also the attitudes about competition and sport that schools wish to promote.
8. It is possible that some coaches will volunteer to work in a number of schools. A separate police check by each school is not necessary, provided that the headteacher of the school giving the original approval is asked to confirm that a successful police check has been made. However, each school is separately responsible for ensuring that:
 - the person is qualified to coach the particular activity planned by the school
 - the coach is suitable to work with the particular group or groups of children and young people
 - the coach's approach is consistent with that used by the school.
9. A minor such as a junior sports leader, cannot carry the legal responsibility for a group of children. Anyone under the age of 18, irrespective of qualifications and expertise, must always work alongside a member of the school staff who must be in a position to monitor the activity and to intervene immediately at any moment in time.
10. The Education Officer (PE and Sport), PE Consultant and the Sport Hampshire and Isle of Wight Coaching Development Officer (in the

Recreation and Heritage Department) can advise schools about finding suitable coaches. The Education Officer (PE and Sport) will collect details of coaches approved to work in schools. There are common procedures for recruiting, checking and monitoring coaches listed on the Children's Services' and the Arts and Recreation and Heritage Departments' databases.

Use of coaches

11. It is good practice to inform parents/guardians when paid coaches and volunteers are used to enhance the programme of physical education and sport.
12. **All adults working with children and young people must be aware of safe practice issues relating to child protection, supervision, physical contact, progression, group organisation and emergency procedures relative to the site on which they are deployed.**
13. **Coaches should be required to sign a written agreement which sets out their responsibilities and the standards, expectations and criteria under which they are expected by the school to operate.** An example agreement follows these notes of guidance within this appendix.
14. The School should maintain a register of their use of volunteers and paid coaches, including a record of work undertaken and appropriate contact details. At the same time the school should maintain a register of those children and young people attending all outside school hours activities.
15. **Volunteers and coaches must always work under the supervision of a teacher.** Even if the duty of care for safety in the activity is transferred to the coach, **the teacher still retains pastoral responsibility for the group of children and young people at all times.** When coaches work with children under the indirect (at a distance) supervision of the teacher, **the coach must know where the teacher can be contacted throughout the activity.** The teacher must be informed of the activity taking place, the numbers and ages of children involved and be aware of the responsibility he or she carries for the group.

Supervision explained

16. A volunteer, not contracted to the school, would normally work directly alongside a member of the school staff and under the direction of a teacher.
17. The teacher or youth leader holds the overall responsibility for the children and young people and the work of the volunteer or paid coach

at all times. At the end of the session pupils will be dismissed/handed over to parents/guardians in line with school policy.

18. The teacher holds responsibility for all aspects of the children's or young people's learning and health and safety. – this separated responsibility situation ensures volunteers and paid coaches are always deployed in a joint working context.

Good practice encompasses the following options under which a paid coach or volunteer may work in schools.

19. Joint working with direct supervision – the coach or volunteer is working alongside the teacher and the teacher may intervene at any given time.
20. Joint working with distant or indirect supervision allows for the coach to work alongside a second coach, and both are working at some distance from the teacher, out of sight and at times within a different facility, but with the teacher available and easily contactable throughout the activity – in a known place.
21. Joint working with distant or indirect supervision enable the coach or volunteer with specific expertise in the activity, to work at some distance from the teacher with the teacher available at all times in a known locations. Very precise risk assessments would enable this degree of flexibility with a volunteer with specific competencies.
22. **The teacher must be present when higher risk activities are taking place.**
23. **The teacher must be present for any off-site activity.**

Inducting volunteers or paid coaches

24. In the first instance a member of the school staff should always directly supervise a volunteer or paid coach and evaluate their competence.
25. At a later stage the level of supervision may vary according to the level of competence and level of responsibility given. Such decisions will be based on a thorough risk assessment of the specific circumstances and will include consideration of the age, behaviour and ability of the children and young people.
26. Volunteers and paid coaches should have the benefit of an induction programme, opportunities for continuing professional development (CPD) and be subject to a systematic monitoring which addresses whole school, physical education and sport-specific issues.
27. The induction process must enable the school to be confident that the voluntary or paid coach:

- is clear about relevant legislation applying to school staff and safety regulations and guidance issued by the County Council.
- knows and understands the school's policy on sport
- works within an explicit programme of sport for the children and young people
- supports the methodology and approaches used by the school
- uses only the equipment and facilities specified
- will show sensitivity in dealing with children and young people
- is aware of any particular issues relating to particular children and young people (on a need-to-know basis), and will treat these confidentially (e.g.: behavioural or health problems)
- understands and works within the child protection procedures which apply to school situations
- always has immediate access to a first aid kit or knows where it is and knows the school's emergency procedures.

28. At the same time the induction process must ensure the volunteer or paid coach is given a clear understanding of:

- the implications of relevant legislation and safety regulations and guidance.
- the school's policy and expectations of sport, and particularly the sporting activities in which the coach is involved
- the boundaries within which they will work
- the need to comply with the same legal requirements as teacher when working as a member of the school's staff
- his or her specific contribution and how this fits into the overall school sports programme
- the equipment and facilities to be used
- the school's expectations regarding the direct/indirect supervision by a teacher
- the role of supervising teacher
- the school's emergency procedures and where to access the first aid kit.

Appendix B - Example of an agreement between a coach and a school

Section 1

Name of school:

It is agreed that (*name of coach*):

Should work alongside school staff to extend the school's curriculum by offering specialist coaching in (*name of activity*) to individuals and/or groups of children and young people as directed as part of the school's extra-curricular programme.

The County Council indemnifies paid and voluntary coaches against claims arising from negligent acts carried out whilst acting within the scope of this agreement, except claims arising from the use of a private motor vehicle owned or leased by the individual coach. The school will support (*name of coach*) in the following ways by:

- identifying a supervising teacher who will be contactable and immediately available at all times during coaching sessions
- ensuring that the facilities and equipment provided by the school are safe to use and appropriate to the activity
- provide a list of children and young people allowed to participate and giving details of any particular issues relating to individuals, e.g.: behavioural difficulties, health, on a *need-to-know* basis
- giving details of the school's emergency procedures and immediate access to a first aid kit
- fully briefing the coach on the school's policy on sport, the methodology and approaches used by the school and any previous provision relevant to the activity.
- explaining the legal requirements applying to the coach's work as a *member of the school's staff*
- describing the child protection procedures applying at the school

- obtaining any necessary parental permission for participation in the activity
- giving at least 24 hours' notice of any change to the times and duration of the activities agreed as follows (*describe agreed details*)

.....

Signed:

Position in school: **Date:**

Section 2

(*name of coach*)

will support the school in the following ways by:

- agreeing the planned activity/activities with the supervising teacher
- working within the conditions set out by the supervising teacher
- only accepting children and young people on the approved list of participants
- complying with all legal requirements governing the work of a coach as a member of the school's staff
- giving priority to the safety and well-being of the children at all times and ensuring that this overrides any competitiveness or enthusiasm for the activity
- agreeing with the supervising teacher any change to the location, duration, number participating or nature of the activity
- reporting to the supervising teacher any incidents of bad behaviour and any accidents
- returning any equipment to the appropriate store and reporting any damage or loss to the supervising teacher
- promoting the educational values of the school in terms of promoting fair play, sportsmanship and co-operative attitudes.
- Giving the maximum possible notice of any inability to attend, postponement or curtailment of the agreed activities.

Additional agreements include:

-
-
-

Signed (coach):..... **Date:**.....

Appendix C - Procedure for approval of coaches for extra-curricular sport

Before approval

The headteacher is responsible for ensuring that coaches satisfy three requirements:

1. - Technical competence in coaching the activity
2. - Pastoral competence in working with children and young people
3. - Criminal Records Bureau (CRB) checks on criminal background.

1. Technical competence

The person must be required to produce evidence of the following, which should be copied and retained by the school.

- qualification as a specialist PE teacher
or
- qualifications as a non-PE specialist teacher who has undergone training in the teaching, organisation and control of the particular sporting activity
or
- qualification through a recognised national governing body coaching award or teaching award appropriate for the activity and, which has been kept up to date within agreed time limits.

A consideration of technical competence will establish the volunteer's or paid coach's knowledge and understanding of the activity and its development in the context of the school and its children and young people.

Knowledge of the activity will enable the volunteer or paid coach to:

- understand that they contribute to the relevant National Curriculum programmes of study and the wider curriculum
- ensure effective and enjoyable learning takes place
- know how to meet the needs of the group
- plan and use appropriate learning strategies
- know and apply appropriate activity rules and conventions

Any doubts regarding technical competence must be addressed to the Education Officer (PE and Sport).

2. Pastoral competence

If not a qualified teacher or youth worker, the coach must give evidence of:

- satisfactory completion of specific training in work with young people, e.g. *Sports Coach UK's* key course on coaching children
- or
- a child protection course and supervised experience of working with children and young people over a period of time.

Without such evidence of pastoral competence, the coach must work under the direct supervision of a teacher until he or she has been observed and approved by the headteacher or designated teacher in that school, or Hampshire's PE Consultant.

- It is recommended that at least three complete sessions are observed (minimum of three hours in total), in order to ensure that development within the activity is appropriate to the needs of the children and young people taking part.

The designated observer should assess the volunteer's or paid coach's competence in the following areas:

- **Relationships**
 - value, care and respect for all children
 - present an appropriate role model in using appropriate language
 - promote positive attitudes in line with the school's ethos for sport, fair play and equality
 - work effectively with and alongside the school staff
- **Knowledge of children and young people:**

Identify and respond to individual children's and young people's needs by:

- recognition of ability, age and development stage
- achieving differentiation
- planning activities to enable successful progression
- conducting the activity in an accepted and appropriate manner, particularly in respect of the quality of personal relationships with members of the group
- being aware of the need to consider carefully the manner and appropriateness of any necessary physical contact with group members (e.g.: support or demonstration). See the note below.

Importantly, those activities where physical support and contact is inherent in the activity – the activities with higher risk which require joint working with direct teacher supervision throughout the activity

- **child or young person management**
 - use known and approved practice
 - match children's and young people's confidence, strength and ability in varying groupings
 - maximise participation
 - have strategies to ensure effective control and motivation
 - adhere to and apply the school's day-to-day working procedures.

The observer should set out his or her assessment of the coach's pastoral competence in a written report, which should be retained by the school.

If after three hours of observation, the observer feels unable to approve the coach, a decision will need to be reached on whether the coach could, with further help and supervision by the teacher, be able to meet the requirements. If so, further supervised observations will be necessary. If not, approval will have to be refused.

3. CRB checks

Headteachers must ensure that no-one who has a serious criminal record should be placed in a position giving substantial access to children and young people. Coaches volunteering to help in schools must be subject to a CRB check following the procedure described in the HCC *Manual of personnel practice*

Approval of coaches

Coaches with the necessary competence should be subject to the school monitoring the coach's performance during an initial period. Coaches who give satisfactory evidence of technical and pastoral competence should be observed by the headteacher or a designated and experienced teacher on the school staff for a minimum duration of one hour.

The teacher should check that the coach's control of the activity, relationship with the children and young people, and procedure for handling equipment, etc, match the expectations of the school. See *Pastoral competence* paragraphs above.

Continuing professional development (CPD)

A programme of professional development for volunteers and paid coaches has been developed by the Professional Development Board. Further information can be obtained from Sports Coach UK: www.sportscoachuk.org.

In the same way, the DCSF has developed a national PE and school sport professional development programme. For more detail, contact Hampshire's PE Consultant or your local School Sport Partnership Development Manager (PDM).

Appendix D.

School Sport Partnerships Coach Register, this maintained by the SSP PDM and a copy held by HCC Children's Services.

..... **SCHOOL SPORTS PARTNERSHIP**

COACH REGISTER - ACADEMIC YEAR 2010/2011

Name of coach	Sport/ Activity	Current qualifications	Coach has read and signed a copy of the Hampshire ASL document	All relevant safe guarding documentati on including CRB have been seen and noted	Coach employed by	This information is supplied by	Date

A register of commercial providers of PE and sport can be found at:
www.hantssports.org.uk

The site is maintained by the Outdoor Education, PE & Sport Service.

Appendix E - Qualifications for games coaches and team managers/leaders

Due to the current changes taking place nationally, led by Sports Coach UK, all national governing bodies are being required to standardise their coaching qualifications. These changes will take place at different times over the next three or four years. However, the following generic advice is offered:

- Level 1 coaching qualification – coaches with this level of qualification should at all times work under the direct supervision of a qualified teacher or with a level 2 and above coach.
- Level 2 coaching qualification – coaches with this level of qualification can, once the school, college, club or centre has satisfied themselves of his/her ability, work independently with groups of children and young people.
- Level 2 and above – may, with the right experience, support a subject leader in the development of schemes of work. However, the headteacher is ultimately responsible for the quality of learning (pitch, progression and pedagogy).
- ***In the normal way coaching qualifications are sport specific, therefore as a general rule coaches are not qualified to coach other sports. However it would be reasonable that where a coach with a level 2 sport specific qualification in an invasion game such as football, also holds a level 1 in another invasion game that coach could deliver introductory sessions in the sport for which he/she holds the level 1. The same would be true for striking and net games, but would not apply to activities such as athletics, gymnastics, swimming or other potentially hazardous activities***
- ***Where level 2 coaches are delivering sports for which they hold a level 1 qualification, schools are advised that they will need to carry out separate monitoring for this activity, as it must not be assumed that the coach will have the same level of competence as that for their level 2 sport. By allowing the level 2 coach to deliver their level 1 sport or activity independently the school must satisfy themselves that this is appropriate and that the young people under instruction will receive a positive experience.***

Whatever level of qualification, all coaches must still be subject to CRB checks, and schools, colleges, clubs and centres are advised to follow the coach approval process set out in Appendix A.

It is the responsibility of the headteacher (and governors) to ensure the safety and welfare of children/young people through effective monitoring of the quality of learning. This is regardless of the level of paper qualifications a coach may bring to the school, college, club or centre.

Appendix F - HCC Risk Assessment

What is a risk assessment?

Risk assessment is a careful examination of situations that could harm people. It allows you to consider whether or not you have taken enough precautions to reduce the chances of someone having an accident or becoming ill.

The term *risk assessment* sounds daunting but the process is straightforward. People who care for others, particularly children, carry out such assessments intuitively. It is a simple step to move from intuition to a procedure that will comply with legislative requirements.

When carrying out assessments it will help if you can remember two simple definitions:

- **hazard** = the potential to cause harm, e.g. equipment, activities, people
- **risk** = the chance, great or small, that someone will be harmed by the hazard

How detailed does the process need to be?

Risk assessments need to be suitable and sufficient, not perfect. The key points are that precautions to control or reduce significant risk are in place and you can show a proper check was made to reach that position. You will need to record the significant findings of assessments either in writing or on a computer. To make things simpler, you can refer to, or attach, policies and procedures you have that already identify hazards and list precautions. Trivial risk arising from routine activities do not have to be formally assessed or recorded.

What risk assessments are required?

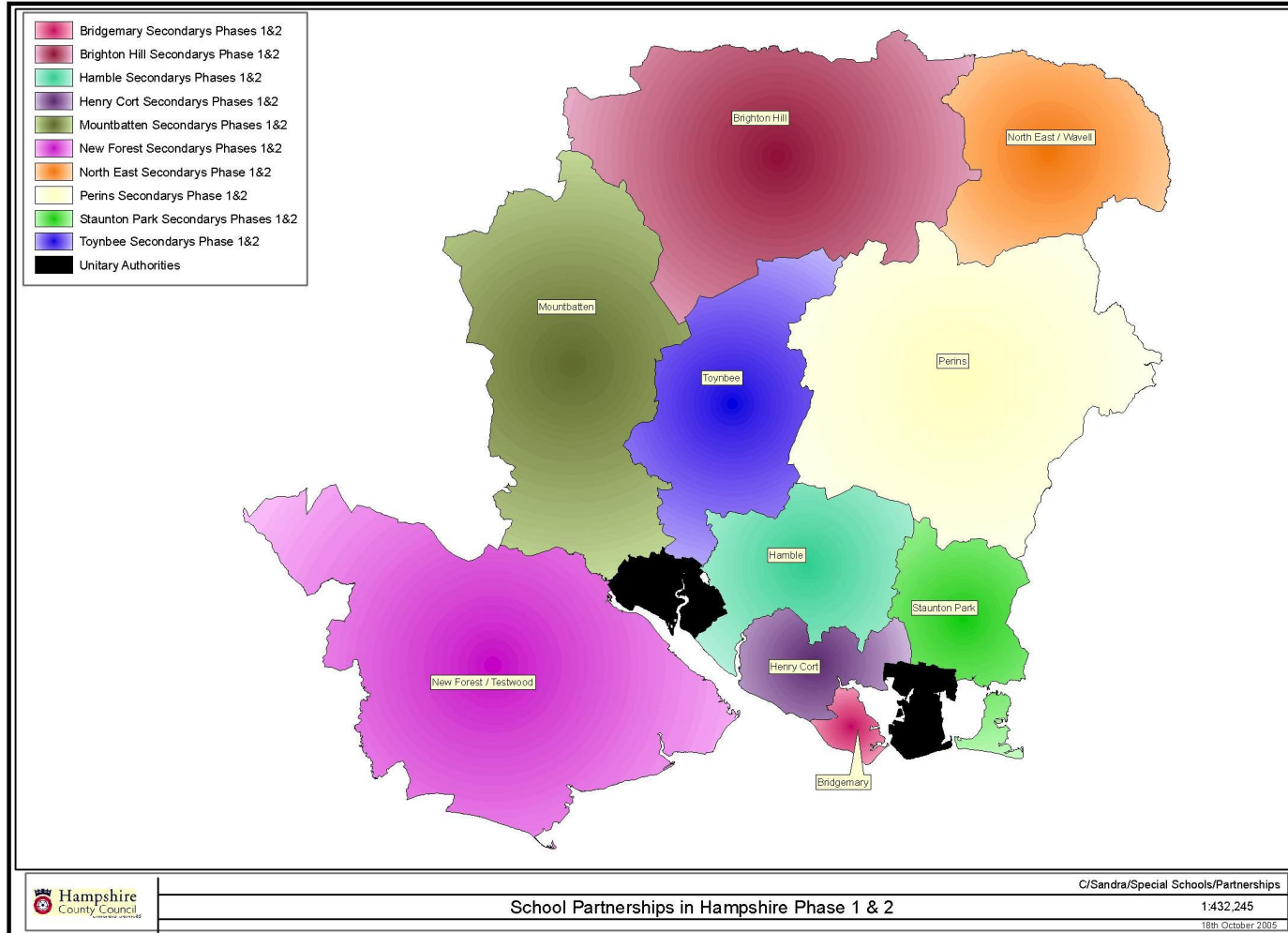
The law requires risk assessments for the following:

- fire
- manual handling
- pregnancy
- VDUs
- control of substances hazardous to health (COSHH)
- off-site activities – see *off-site activities and educational visits – regulations and guidance*
- other significant hazards

Is there anything else I need to do?

- Ensure your action points are implemented. Some may not be possible immediately and will require planning and resources over the longer term.
- Review your assessments from time to time. It is important to review if circumstances change significantly.
- Arrange to inform your staff of:
 - Risk to their health and safety identified by assessment
 - Preventative and protective measures
 - Procedures to deal with emergencies and persons with special responsibilities

Appendix G - Map of school sports partnerships in Hampshire



Appendix H - Contact details

Ian Beacham	Education Officer [Sport]	01962 846367	ian.beacham@hants.gov.uk
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School Sport Partnership Development Managers in Hampshire

	Partnership	Telephone	Email
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Competition Managers

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Joanne Cridland	Hamble and Toyndee SSP Portsmouth & Staunton SSP		j.cridland@toyndee.hants.sch.uk
Robert Cook	New Forest & Testwood SSP Fareham & Gosport SSP		robert.cook@mountbatten.hants.sch.uk ?

Further Education Sports Coordinators

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Sample checklist for Coaches

CHECKLIST FOR COACHES

Be aware of the facility procedures for

- Fire
- Accident and Incidents
- Risk Assessments

Establish location of working telephone (not mobile) / First Aid Kit

Establish location of working telephone (not mobile) / First Aid Kit

At each session

Ensure facility is safe and free of obstacles

Check equipment is safe and appropriate for age group

Ensure only adults carry large or heavy items of equipment

Establish well planned and progressive sessions

Have a wet weather plan (where appropriate)

Take register (all medical details recorded)

Check individual playing kit is safe and valuables removed

Ensure acceptable child / coach / leader ratios

Only allow players with parental consent to take part in the session (where appropriate)

Support and guide assistant coaches (where appropriate)

Ensure appropriate behaviour of players / coaches / leaders / parents

Ensure Accident and Incident Forms are completed (where appropriate)

All coaches to wear name badges and SSP kit (where provided)

End of each session

Ensure Accident/Incident Report Form copies are returned to correct person (where appropriate)

Leave site clean and clear of all equipment

Remain at session site until all players have departed

Sample Coach Evaluation Form

Coach:

Venue:

Dates:

Times:

Pre-Course Information

- Venue Health and Safety policies and procedures – including fire drill, location of first aid and telephone
- Venue Accident and Incident policies and procedures
- Venue Risk Assessment(s)
- Register and medical information of children
- SSP Coaches Checklist / Sporting Code of Conduct / Risk Assessment template.

Do you have other suggestions for support sessions/packages that would assist you or others in the future?

Venue/Facility Assessment

- | | |
|--|--------|
| Was the environment suitable / safe for the activity? | YES/NO |
| Was all necessary equipment provided for the activity? | YES/NO |
| Was a telephone accessible at all times? | YES/NO |
| Was First Aid available at all times? | YES/NO |